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ABSTRACT

Utilizing data from comprehensive surveys of vocational education students' needs and on-site investigations, this handbook was developed to provide a systematic approach to link student services, job placement, and vocational education for special population students in the California Community Colleges (CCC). The first section describes the development of the handbook and the general goals of the project, while the second section describes the following exemplary career programs at CCC institutions: the Avionics Systems Maintenance Technician Program at College of San Mateo; the Fire-Fighter Agility Test Qualification Program at Crafton Hills College; and the Health Technologies Electroencephalographic Technologists Program at De Anza College. This section also provides information on choosing a career and includes a list of labor market resources. Next, the handbook presents a facilitator's guide for conducting a 12- to 24-hour Employment Workshop, including activity materials, sample job applications, and resume outlines. Then, a five-chapter employment handbook for students is presented, with detailed information on finding available jobs, contacting employers, interviewing, and writing a resume. The next section provides descriptions of two exemplary student services efforts at CCC institutions: the English as a Second Language/Amnesty Education program at Long Beach City College, and the New Horizons Project for Single Parent/Displaced Homemakers at Napa Valley College. In addition, this section describes the different student services most commonly found in CCC institutions. The final section provides contact people and addresses for various health, legal, community, and housing services located in Santa Clara County, as well as a list of special hotline numbers. (PAA)

The Student's Ultimate Career Coursework, Employment and Student Services Handbook

SUCCESS

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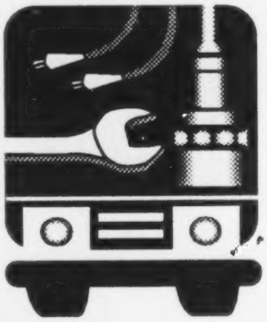

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Prepared for the
Economic Development & Vocational Education Division
California State Community College Chancellor's Office
by the Occupational Training Institute
Foothill-De Anza Community College District
21250 Stevens Creek Blvd., Suite 210
Cupertino, CA 95014

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The Student's Ultimate Career Coursework, Employment and Student Services Guide

The SUCCESS Handbook

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Prepared for the
Economic Development and Vocational Education Division
California State Community College Chancelor's Office
by the Occupational Training Institute
Foothill-De Anza Community College District
21250 Stevens Creek Blvd., Cottage #2
Cupertino, CA 95014

The **SUCCESS Handbook** was created by:

Kären Johnson, Project Co-Director
Special Grants Supervisor
Occupational Training Institute

The SUCCESS Handbook staff included:

Project Director: Maria C. Banatao, Director
Occupational Training Institute

Fiscal Coordinator: Coral Clark, Assistant Director
Occupational Training Institute

Secretary: Christine Spence, Program Assistant
Occupational Training Institute

The Success Handbook Staff would also like to thank the members of
The Success Advisory Committe
for their valuable assistance in the development of this publication.

Jeanette Danna
San Jose City College
Career Planning & Placement

Rosa Perez
Skyline College
Counseling Department

Fred Kritchfield
Foothill College
Director of Economic Development Department

Shirley Kawazoe
De Anza College
Career Planning & Placement

Kim Petersen
De Anza College Occupational Training Institute
Gain Coordinator

Peggy O'Neill
De Anza College
Career Planning & Placement

Jacqi Davis
Monterey Pennisula College
Counseling Department

Dr. Michael Sullivan
De Anza College
Dean Instruction Career & Technical Education

John Christensen
Contra Costa College
Career Planning & Placement

Evelyn Patterson
Contra Costa College
Career Planning & Placement

Joyce Blair
College of Alameda
Career Planning & Placement

Elaine Burns
College of San Mateo
Career Development Center

William Dabney, Assistant Dean
Contra Costa College
Occupational & Technical Services

Ruth McMullen
Hartnell College
Director of Students Developmental Services

Larry Mueller
Gavilan College
Career Planning & Placement

Kristin Billbeck
Vallco Fashion Park, Marketing Director

Gary Pruitt
Representative of the Central California District
Council of Carpenters, Nova PIC Member

Clyde E. Albert
Lockheed, Non Exempt Staffing

Nancy Johnson
Child Care Representative, Silicon Valley PIC

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WHY A SUCCESS HANDBOOK?

All providers of vocational training programs are faced with the prospect that a percentage of there vocational training students will drop out of training primarily due to the lack of support services. In addition, some of their students will be unable to secure employment in their chosen career field. Retention and placement of students completing vocational education programs is increasing in importance and there is a genuine need to identify common obstacles within this special needs population and to find ways of assisting those participants who are inadequately served or under represented.

Coordination of vocational education instructional programs, student services and job placement is vital to the success of these students as well as the overall success of the program. This innovative project was conceived to address the needs of students who are members of special populations and to provide a systematic approach to link the critical areas of student services, job placement and vocational education.

The Student's Ultimate Career Course work, Employment and Student Services (SUCCESS) Handbook project offers a multi-level approach to access support services available through the Community Colleges to increase student retention and to identify common barriers to employment within this population and to develop ways to overcome them. It will be designed to prepare students for employment in existing, new and emerging occupations, assist students in making occupational choices, improve placement of students who have gained vocational skills and to assist those already employed in the development of new skills to advance or change employment fields. This project's primarily focus is on the needs of vocational education students with handicaps, who are educationally and economically disadvantaged, who have limited English proficiency and/or who participate in programs designed to eliminate sex bias.

The Student's Ultimate Career Course work, Employment and Student Services (SUCCESS) Handbook project offers a multi-level approach to student success.

Through comprehensive surveys and on-site investigation, existing services were explored and methods used to successfully motivate special populations of students towards education and employment were documented. The results were incorporated into the SUCCESS Handbook to streamline the accessibility of student services on campus, services available within the community, attainable placement objectives and a systematic approach to employment services, job search and job retention.

The SUCCESS Handbook was designed to improve access to quality vocational education for special needs populations and ensure equal access to vocational programs. The information in the SUCCESS Handbook can be duplicated and incorporated into other college programs state-wide to enable all students to be successful in the transition from school to work.

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The Success Handbook was created by the Foothill-De Anza Occupational Training Institute (OTI). OTI was founded in 1975 as a cooperative effort between Sunnyvale CETA Prime Sponsor and Foothill-De Anza Community College District to provide Vocational Training and Job Placement to the unemployed under the CETA Act. Since its inception, OTI has provided services to over 15,000 residents of Santa Clara and San Mateo counties. Grant funds received by OTI in the past 18 years are: CETA, Chancellor's Office Investment in People Project and Employer-Based Training funds, State Displaced Workers Project, JTPA Title II-A/B, Title III, Targeted Assistance for Refugees (TAP I, II, III, IV, V, VI, VII and VIII), CWETA, ETP, SECG and GAIN.

OTI, through the various programs it has implemented, has developed the expertise in adapting programs to the immediate needs of its participants. The bottom line is to provide each participant an avenue for future growth through quality vocational education and a clear understanding of employment standards and career advancement. This is evident in our programs through the success and job growth of OTI graduates.

OTI, through the various programs it has implemented, has developed the expertise in adapting programs to the immediate needs of its participants.

The Foothill-De Anza Community College District has been selected as one of the five best colleges in the country and California's best. It has been in the forefront of developing outstanding vocational curriculum, innovative student services and implementing successful programs for the last 30 years.

Goals of the SUCCESS Handbook Project:

- Survey job placement, student services and vocational education instructional programs on all 107 community college campuses throughout the state of California.
- Evaluate existing services and programs and identify the areas of most need in reference to the special population student.
- Establish new curriculum and methodology to improve the completion and the employment rate of existing vocational education program providers within the community college system and incorporate it in the SUCCESS Handbook.
- Evaluate new curriculum and methodology.
- Develop a resource manual to be made available to all community colleges that illustrates the linkages between college departments and vocational education programs as well as the best approaches to use in serving this population of students.
- Dissemination of the SUCCESS Handbook for replication in other community colleges.

How The SUCCESS Handbook Was Developed

To insure a diversity of opinion was reflected in this project a SUCCESS Advisory Committee was formed consisting of members from these areas:

North Valley Job Training Consortium Private Industry Council
JTPA Balance of County Private Industry Council
Applied Science Divisions
Technical/Vocational Education Divisions
Counseling Departments
College Economic Development Departments
College Learning Centers
Career Planning and Placement Centers
Special Education Programs
Santa Clara County Community College Consortium for GAIN
Labor Union Representation

The SUCCESS Advisory Committee met on a quarterly basis during the project and made recommendations concerning the project's plan of action. In addition the Committee acted as an advisor to the development of the project information. The Advisory Committee was instrumental in the selection of exemplary programs to be included in the Handbook.

All 107 California Community Colleges were surveyed to identify areas of vocational student need. A questionnaire was developed with the assistance of the SUCCESS Advisory Committee. From the initial survey, five exemplary programs were selected to be incorporated into the Handbook.

In addition, 100 special needs vocational education students were surveyed during their first quarter in training. These students were identified with the help of the Santa Clara County Community College Consortium for GAIN. A questionnaire was developed with the assistance of the SUCCESS Advisory Committee to identify the students areas of concern and requirements for assistance. Results were incorporated into the Handbook.

The SUCCESS Advisory Committee met on a quarterly basis during the project and made recommendations concerning the project's plan of action. In addition the Committee acted as an advisor to the development of the project information.

Also, special needs vocational education students who have completed vocational training and are either seeking employment or who have started working were surveyed as to the participants perception of training quality, appropriateness, student services availability and placement assistance.

During these difficult financial times, special needs students often need services that are not available through the college. As part of the research for this project the availability of support services within the community were explored, documented and included to assist program providers with additional rescources for suport services.

Short Term Outcomes

- To provide a Handbook that would assist special population students to achieve their educational and vocational goals by presenting the availability of support services in an easy to use format.

- Establish linkages between the various student services, job placement activities and vocational educational programs on the various California Community College campuses.

Evaluation of Short Term and Long Range Outcomes will provide further information to develop stronger linkages.

Long Range Outcomes

- To increase the success rate of special populations in achieving their educational and vocational goals.

- Promotion of future linkages between industry, the community college, student services and job placement activities.

The continued evaluation of the success of the Long Range and Short Term Outcomes will provide further information to develop stronger linkages within the various Departments of California's Community Colleges. This will be essential as the needs of special populations become greater and educational funding decreases.

This Handbook was developed with these goals in mind. While this book does not offer the perfect road map to a successful program, it does offer some excellent examples of what has worked with specific special needs populations. The programs selected are in the areas of Career Coursework and Student Services.

If anything is to be learned from this project, it is that innovation and flexibility are essential to success. Each special population has its own unique needs that must be addressed if they are to be successful in our educational system and in the world of work. Strong support systems must be established for positive outcomes to take place.

It is hoped that the information found in these pages will inspire you to look at the possibilities abundent within your institution for innovative creative projects. The staff of the SUCCESS Handbook hopes you find this publication informative and helpful in your search for excellence in vocational education.

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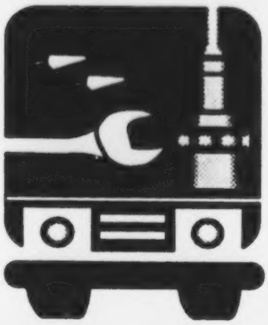
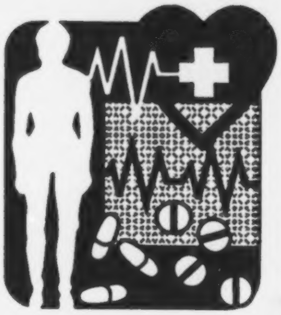
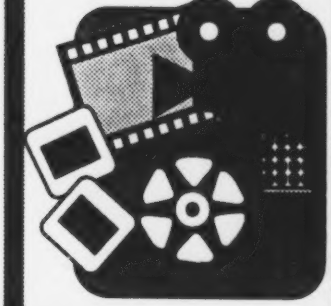
SUCCESS

(The Student's Ultimate Career
Coursework, Employment and Student
Services Handbook)







CAREER
COURSEWORK

COLLEGE OF SAN MATEO AVIONICS SYSTEMS MAINTENANCE TECHNOLOGY

Avionics is the application of electronics to aircraft systems: including instrumentation, navigation, control, communication, and power plant technologies. Almost all of the operation of new aircraft-once managed with mechanical, electrical, pneumatic, and hydraulic systems-now function with a combination of electronic and computer technologies called "Avionics". The project identified that mechanics (technicians) with Avionics knowledge and skills were currently in short supply. Bay area labor market projections indicated that these shortages will continue to grow concurrent with the expansion of commercial airline services and their use of state-of-the art aircraft.

The need for mechanics with Avionics skills was especially critical at major airline maintenance facilities. Such facilities included those at the San Francisco International Airport (SFO) that is being served by the College of San Mateo (CSM). United Air LInes (UAL), the major employer involved in the project and major employer at SFO, has a substantial impact on San Mateo County's employment and economic strength. In addition, several major airlines have SFO as a hub with major routes both domestic and international.

This combination of interdepartmental capabilities provided the College a "running start" in establishing a new program in a new and emerging technology field.

In the Spring of 1990 College of San Mateo (CSM), in response to the San Francisco Bay Area's air transportation labor needs, proposed and was funded to develop and implement an Avionics Systems Maintenance Training Program is a two year certification program. This project was funded under the California Chancellor's Office Ed>Net - Employer-Based Training Funds (EBT) for Phase I in 1990-91 and Phase II in 1991-92.

Through the cooperative efforts of UAL,. Federal Aviation Administration (FAA) and CSM representatives, the Avionics Mechanics training was planned, developed and implemented to meet the updating needs of current personnel and expansion plans of UAL and other SFO airlines. The UAL SFO Maintenance Base (SFOMB) is the largest and most diverse of UAL's facilities throughout the world. It includes complete facilities for maintenance and overhaul of modern commercial aircraft and related systems.

Mechanic employment at the UAL SFOMB in 1990 was over 7200, up form 5800 in 1988, with a projected growth and demand for qualified mechanics far exceeding their supply. UALS's projections in 1990 was for the employment of over 1800 maintenance workers in the next three years. This was substantiated by EDD's labor markets research of 1989.

AVIONICS LINKAGES

The College of San Mateo in response to a unique opportunity proposed for EBT funds to develop the Avionics program - combining the capabilities of two Technology Departments-Aeronautics and Electronics. This combination

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of interdepartmental capabilities provided the College a "running start" in establishing a new program in a new and emerging technology field.

With the partnership already established between United Airlines and College of San Mateo, and support of EBT funds, CSM under Phase I had the opportunity to provide the first-year sequence of Avionics courses in place for September 1990. The EBT funding provided the critical "seed money" to establish the two-year curriculum and proceed with the upgrading and certification of new Avionics mechanics.

With this training not available at any other Northern California public educational institution, CSM has a unique opportunity to innovate and assist the aviation industry in the area.

The College began the process of adapting their Aeronautics and Electronics Curricula, in consultation with their Aeronautics Advisory Committee and experts at the United Air Lines Maintenance Base. The curriculum designed included (1) upgrade opportunities for those employed in the field and in need of retraining and (2) those who were just entering the filed. The developmental aspects of the project started with regular advisory committee meetings in 1989. UAL managers and the Aeronautics Advisory Committee approved the structure, and agreed in the developmental process for the new Avionics program.

With this training not available at any other Northern California public educational institution, CSM has a unique opportunity to innovate and assist the aviation industry in the area. The project was to serve as a model for other colleges who needed to meet the needs of airlines with current "hubs" and/or establishing new" hubs" in their area.

The Avionics Systems Maintenance training program is a true model for economic development involvement of a community college in California. By the end of Phase I, June 1991, the College developed the two year curriculum for the Avionics training program that met the requirements for FAA and FCC licenses. In phase I, the College also successfully implemented the first phase of training.

The advisory committee, the United Airlines management and CSM staff, was structured to address three aspects of the program-structure, curriculum and course content. Meetings were conducted monthly during the Fall Semester and twice monthly during the Spring Semester.

The College enrolled over 624 students in Fall and 614 students in Spring Semester

United Airlines, as represented by Mr. Lou Gusto, UAL's manager responsible for mechanic employment, was continuously involved with the program from its inception. Under Mr. Gusto's guidance, CSM was able to establish the Airframe and Avionics FAA/FCC qualification structure that would qualify the program graduates. He helped define union contract agreements and their implications for qualifying the students who will seek employment in the industry.

Although UAL did not send employees to attend the first year courses offered during Phase I, UAL established a strong network of contacts in the various departments within the UAL corporation. These departments provided guidance and access to instructors and included employment, training, maintenance, and the media/instructional materials departments. The first phase focused its offerings to entry level students who will be seeking employment in the field. UAL employees were planned to participate in the second phase of the project.

FAA certification of the Airframe and Avionics programs was pursued through the Aeronautics Department. Since the A & A closely complies with the FAA general subjects courses already approved by the FAA, they only requested a letter of intent to which they responded favorably.

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The College enrolled over 624 students in Fall and 614 students in Spring Semester (Total enrollments in each class, some students may be counted more than once if enrolled in two or more classes). These courses contributed over 50% in ADA/FTEs revenues for the departments.

CURRICULUM DESIGN

The curriculum designed and developed with the assistance of UAL and the Avionics Advisory Committee was a five semester certification program. At the end of the first year of implementation, the first two semesters were offered. The first year of training (phase I) was primarily targeted for those who are entry level trainees in entering the field of Avionics. Those who successfully complete the five semesters of training would qualify for FCC license certification.

A total of $105,000 in in-kind contribution and $135,000 in equipment donations can be attributed to the project through this cooperation between CSM and UAL.

The curriculum developed and completed were to prepare mechanics to maintain modern aircraft equipped with avionics systems. The courses included basic courses that emphasize an understanding of electrical, electronic, and computer fundamentals and advanced courses that apply these fundamentals to the operation of aircraft systems.

The courses are structured to comply with existing FAA requirements for the Airframe Lincense; then augmented with the specialized electronics content to obtain an FAA License by examination. Additional course materials are included in computer technology to further qualify students for work on aircraft. All people who work on modern aircraft systems need to qualify their skills and knowledge of electrical and computer fundamentals. Thus all current and prospective students, and all employed aviation mechanics are probable candidates for the Avionics program.

The College did develop and enhance on-going partnerships with UAL and other commercial airlines through the Industry Advisory Committee. Other airlines were informed of the project. They endorsed the concept and program direction and are planned to participate in the second phase of the project. Due to staff limitations, it was difficult to extend CSM's efforts into other corporations during phase one.

UAL provided assistance to the Program through equipment donations, and advisory and technical consultation. A total of $105,000 in in-kind contribution and $135,000 in equipment donation can be attributed to the project through this cooperation between CSM and UAL.

The expertise and qualification brought in by both departments' faculty helped make the project successful.

UAL assisted the College in its recruiting efforts, including cooperation with public print media and internal communications media; announcing employment and upgrade opportunities available through the program.

INTER-COLLEGE SUPPORT

The evolution of the Avionics Program required instructor qualification, especially for the advanced Avionics courses. Avionics, involving computers and electronics systems is a new technology. Instructor qualification involved extensive communication between CSM's Aeronautics A & P and the Electronics faculty. The expertise and qualification brought in by both departments' faculty helped make the project successful.

The cooperation of UAL's staff in the staff development of CSM faculty and advanced curriculum for the program remains to be of vital importance and were the backbone support of the project. Without the cooperation of UAL, curriculum and staff development would have extended to several years.

As a match to the grant received, the College awarded two Trustee's projects to faculty members, Mr. Roy Brixen and Mr. Bob Kellejian. These projects directed these faculty to qualify themselves for Avionics instruction; awarding

60% reassigned time for one semester to complete their projects.

Although the current economy did not allow for extensive growth as originally projected, there are still opportunities for entry-level employment of program graduates.

The project's outreach for involvement of disadvantaged, minorities, and women in the program used the valuable network of recruiters from the College's Extended Opportunity Programs and Services (EOPS). EOPS provided the development and dissemination of project brochures, newsletters, recruitment and outreach efforts, and authorized public service announcements over KCSM television and radio. Extensive recruitment and outreach were done at local and nearby schools. Newspaper write-ups such as the San Mateo Times provided publicity for the program in the community.

ADDITIONAL FUNDING

Ten thousand dollars was received from the Radcliffe Fund, an endowment established at CSM, to support instruction in electronic communication. This fund provided support to qualify instructors in learning new technologies and provide equipment for the labs.

The Len and Charlotte Erickson Foundation donated $85,000 to CSM. This directly funded the study, acquisition, and implementation of technical instruction using networked computers.

PITFALLS

The inadequate progress identified in the project for phase I was the lack of follow-up on students who drop out of the program. No systems at the college is currently available to provide the student follow-up. These systems should be developed and integrated into the program to allow for the follow-up of those who do not make it in the program. This form of on-going evaluation will enhance program success. Additional services and/or support can be identified to assist those who have personal and academic problems.

Although the current economy did not allow for extensive growth as originally projected, there are still opportunities for entry-level employment of program graduates. Upgrading of current workforce under Phase II will be of critical importance to the survival and productivity of the aviation industry's workforce.

Speakers were invited from United Airlines and Northwest Airlines to advise students about employment qualification and future career opportunities. Due to poor economic conditions at the present time, job opportunities have not opened up as projected by labor market projections of 1989-91. California has suffered a tremendous amount of unemployment due to the displacements in the large manufacturing plants who have government contracts. Although no displacements have occurred in the San Francisco UAL hub, positions have become more competitive. Due to the slow-down in the economy, UAL and most other airlines have also put a hiring freeze on new hires.

A MODEL PROGRAM

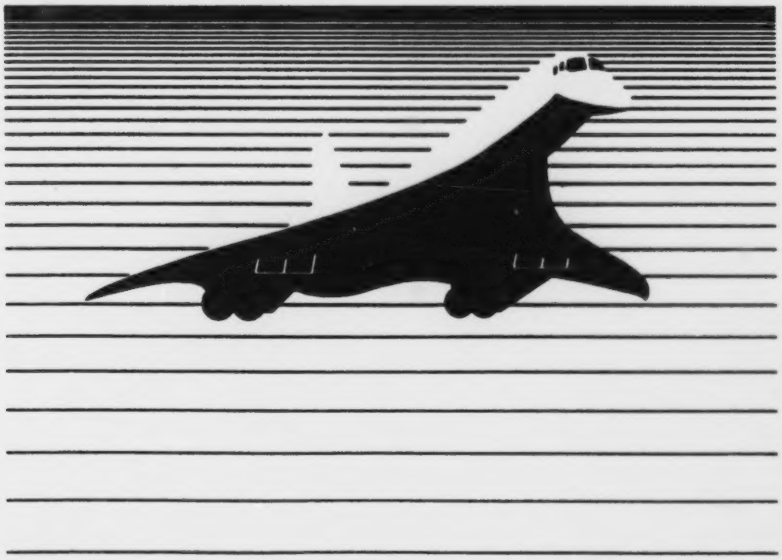
The partnership between United Airlines and the College of San Mateo's newly developed Avionics Systems Maintenance continues to strengthen under Phase II. Mr. Lou Gusto, HRD manager has continually marketed the program model to other UAL facilities and their respective locality. Visits were made by several state agencies, UAL branches and both two-year and 4 year universities to emulate the College of San Mateo program. Colleges that visited with the College of San Mateo staff were from the states of Virginia, Indiana, North Carolina and Florida. Mr. Bob Kellejian has been invited by UAL to speak with several State agencies to provide some insight into establishing an Avionics program. These states were Arizona, Texas and Oklahoma.

The Avionics Systems Maintenance Technician is a highly successful model of a partnership between a community college and the private sector. The cooperation and participation of United Airlines in the planning, development and implementation of the project was a critical factor in achieving the goals and objectives of the College.

The teamwork of both Electronics and Aviation Departments under the leadership of the Technology Division pushed forward a project to completion in record time. This cooperative effort across departmental lines is an important factor of success. Moreover, the curriculum developed with the assistance of the Advisory Committee, responds to the needs of the local community.

The Avionics Project was a highly successful project. The cooperation and support of the participating employer, United Airlines, were evident all throughout the project implementation. Their contribution to curriculum development, staff development and other inkind contributions made a dramatic impact on the project's successful progress and will help to maintain and propel the economic growth of San Mateo County.

The Avionics Systems Maintenance Technician is a highly successful model of a partnership between a community college and the private sector.



CRAFTON HILLS COLLEGE FIRE FIGHTER AGILITY TEST

Barriers inhibiting entry of women into nontraditional training and employment are complex and inter-related.

Non traditional training for women provides incentives and benefits for both the community college and the participant. Nontraditional occupations generally pay higher wages and offer career paths that lead to long term self-sufficiency. Non traditional training can increase the occupational mix available to all students, increase the quality of available training and enhance coordination between campus departments as well as with labor and apprenticeship programs. Nontraditional training allows the college to be a valuable source of trained individuals for employers and unions in nontraditional occupations working to meet human resource goals.

Nontraditional jobs for women are defined as those jobs in which 75% or more of those employed are men. In 1988, 51.7 million women were employed and only 9% of all working women were employed in nontraditional occupations. Differences in race, age and marital status are minimal between women working in traditional jobs and women in nontraditional jobs. However, women in nontraditional jobs earn 20% to 30% more than women in traditional occupations. Why have so few women opted for nontraditional employment?

Wider Opportunities for Women (WOW) an organization that works locally and nationally to achieve economic independence and equality of opportunity for women and girls, believe it is primarily due to the lack of exposure of nontraditional careers as a viable option. In addition to education concerning nontraditional careers, WOW recommends prevocational training and physical conditioning as necessary components of any program wishing to increase the participation of women in nontraditional careers. Furthermore, they urge that these components be occupation specific and physical conditioning should increase the upper body strength of women.

Barriers inhibiting entry of women into nontraditional training and employment are complex and inter-related. However physical ability testing has proved to be a major barrier to women. To increase the participation of women in the field of Fire Fighter, Crafton Hills College in Yucaipa, offers a 12-week course each Spring semester as pre-training for the Fire Fighter Agility Test. The skills developed in the class are required for success in the Academy.

Because of Crafton Hills College's networking and strong support from the fire departments in their area, prospective students are referred to Crafton Hills College for the class. Counselors also place prospective students into the class during the career education and interview process.

The curriculum developed for this class is funded a mini grant to Overcome Sex Bias/Stereotyping from the California State Community College Chancellor's Office. These funds provide federal resources for vocational education, focuses on sex equity in vocational education and encourages nontraditional enrollments. In addition, these grants target single parents and homemakers through sex equity programs.

Development of this occupation specific curriculum required strong linkages between the physical education department and the fire departments in the area. In addition, counselors and the community at large were made aware of the opportunities surrounding this program. Crafton Hills generally enrolls 35 students per class which includes a majority of women.

The class objectives include a personal development of a holistic life-style attitude toward physical fitness. The goals of the course are for students to have the ability to pass the agility test administered after completion of the Fire Academy. The criteria for the test are: Timed tests in stair climbing, hose stacking, hose dragging, completing an obstacle course and hose repositioning with a charged hose. The latter would be equivalent to managing a total of up to 400 pounds.

With the impact of the nontraditional employment for Women (NEW) Act still emerging, programs that address the barriers to women entering nontraditional training and careers will be in the forefront of our changing economy. Crafton Hills College has taken an innovative approach to opening the doors of opportunity to many of the women in the area to compete successfully for employment in a nontraditional area.

The class objectives include a personal development of a holistic life-style attitude toward physical fitness.

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DE ANZA COLLEGE ELECTROENCEPHALOGRAPHIC TECHNOLOGY PROGRAM

Careers that work in the health fields are the "hot ticket" in vocational training as well as in state colleges, universities and private institutions.

Whenever anyone asks about the growing occupational fields in the 90's and beyond, Health Care hits the top of the list. Careers that work in the health fields are the "hot ticket" in vocational training as well as in state colleges, universities and private institutions. One of these hot properties is the Electroencephalographic (EEG) Technician.

Perhaps the most complex part of the body is the brain. Most of its processes are still a mystery. Physicians, however, can study the brain by measuring the electrical impulses it sends out. An electroencephalograph detects the brain waves and records them on paper. Electroencephalographic (EEG) technologists operate this instrument and get readable EEG's from patients.

About 5,900 EEG technologists work in the United States. Most work in the neurology departments of hospitals. Others work in the offices of neurologists, group medical practices, clinics, psychiatric hospitals and research institutions. Neurodiagnostics are tools in medical and psychological research. Technologists may help with this research work in universities or in large hospitals. Through the year 2000, jobs in this field are expected to grow much faster than the average in the economy as a whole, due, in part to the greater willingness of third-party payers to pay for neurological testing and to increasing demand for the use of such testing.

To meet the growing need for professionals training in this field De Anza College Health Technology Department has developed a program to train bilingual/bicultural individuals in the Health Tech/Medical field as EEG Technologists. To participant, students must be Bilingual, Bicultural, meet Job Training Partnership Administration (JTPA) income guidelines and reside in northern California. This innovative program requires collaboration between Santa Clara County Valley Medical Center, De Anza College Health Technology Department and the Occupational Training Institute (OTI).

FUNDING

This project was made possible by grants from the Wagner-Peyser ACT, Title V, State Job Training Monies. The grant is administered by the County of Santa Clara and serves a tri-county area encompassing Santa Clara County, San Benito County and Santa Cruz County. A portion of this grant, $216,400 was allocated toward the EEG Program. OTI administers the EEG program at De Anza College.

OUTREACH & COMMUNITY LINKAGES

Recruitment strategies for this project included specific zip code mailings of promotional information as well as targeting individuals on the GAIN waiting list. Informational materials were distributed to Community Centers including the two Jewish Community Center's in the area to access the newly arrived populations they service. Santa Clara County assisted in recruitment efforts by placing, advertisements, Public Service Announcements, flyers, information to Community Based Organizations, Adult Education Centers and Highschools.

PROGRAM DESIGN

The EEG project began January 4, 1993, and enrollment continued throughout April, 1993.Participants will complete the program on June 26, 1994. Assessment included math and English placement testing. Classes are held at both De Anza College and Valley Medical Center.

To date, 26 students are enrolled in the program. The ethnicity breakdown is Hispanic 11, Vietnamese 4, Jamaican 1, Russian 7, Philippino 1, Hindu 1 and Iranian 1.

The staffing team, including instructors meets on a monthly basis to establish the needs of the special populations in this program and address them. Primary needs are cultural values and how they impact the learning process as well as financial arrangements.

COURSEWORK

Applied Anatomy & Physiology
Medical Terminology & Common Diseases
Clinical Techniques-Basic Patient Care
Medical Law and Ethics
Basic Electroencephalography
Introduction to Neuroanatomy & Physiology
Neurodiagnostic Testing
Normal and Abnormal EEG Record Review
Evoked Responses
And 576 Hours of Clinical Experience

The EEG staffing team, including instructors, meets on a monthly basis to establish the needs of the special populations in this program and address them.

LINKAGES

Referrals were received from Santa Clara County JTPA programs after program staff gave GAIN and JTPA assessment workers inservice to educate them regarding the needs and requirements of this innovative program.

The successful implementation of this project required the development of a strong working relationship between the Occupational Training Institute, JTPA, the ESL Department, the Assessment Center and the Health Technology Department.

As a result, English as a Second Language (ESL) courses are offered concurrently and the cost of instruction is paid by OTI. Linkages were developed with the ESL Department and the Assessment Center. Individualized English & Math placement tests were arranged within a 24 hour period. In addition, for the first time, the Tutorial Center now provides Vocational

Medical Tutoring on campus for each class offered.

Also, to streamline the enrollment process, OTI provided priority registration for students enrolled through the JTPA program. This required that linkages be established with Admissions & Records for enrollment fees and Priority Registration. OTI also paid for the cost of training and any enrollment fees for the JTPA participants. Further linkages were established and imunization referrals for Hepatitis B were coordinated through the De Anza Health Department. The program was also able to develop linkages with the American Red Cross to provide the CPR Unit for their students.

As with most special needs populations, the community college system can not always fill the unique needs that may arise.

To ensure students would receive the required materials to be successful in their program a bookstore voucher system established. Due to the number of out of state residents recruited for the program to reach the bilingual and bicultural population, linkages with Financial Aide were mandated if participants were to be successful. Successful interdepartmental liaisons enabled students to receive the funds necessary to continue in the program. The EEG program continues to establish linkages through the Skill Center and the Educational Diagonistic Center on campus.

As with most special needs populations, the community college system can not always fill the unique needs that may arise. To this end project staff developed a close working relationship with community agencies such as Cupertino Community Services, the American Red Cross and the United Way to access additional support services when needed. Project staff maintains publications such as the United Way Help Book, the Directory of Human Services for Santa Clara County, the Single Heads of Household Resource Guide published by Economic and Social Opportunities, Inc. (ESO) Women's Programs and the Palo Alto Area Information and Referral Service (PAAIRS) Directory to serve as references for staff and students in researching needed services. These relationships provide a strong link for support and assist in the retention of students.

To make sure clients child care needs are addressed through training and upon employment, project staff works closely with Non-GAIN Employment Training (NET), Transitional Child Care Services, Choices for Children and the Child Care Coordination Council of Santa Clara County to establish long-term child care arrangements for JTPA clients before starting vocational training and/or employment.

ADDITIONAL CAMPUS PROGRAMS

EOPS/Multicultural Programs are designed to meet the special educational and social needs of the bilingual-limited English speaking and economically disadvantaged students. Special courses in intercultural studies, ESL/VESL and specialized tutorial are offered.

The De Anza Physically Limited Program offers exemplary services to this significant population. Services include on-campus assistance such as interpreting, note taking, equipment loan, computers with adaptive devices, enabler's and Braille writers. De Anza is dedicated to the inclusion and full participation of disabled students in vocational and academic programs.

The Educational Diagnostic Center provides individualized and extensive assessment of learning deficiencies and individualized remedial services are provided.

The Student Activities Office is a key information and resource center for students. Among the many services it provides is a housing board, book exchange, transportation board and bus schedules.

Clubs and Organizations are formed to meet the needs and special interest of students. The Single Parents On Campus (SPOC), a student organization founded by GAIN students, has been beneficial to many participants and offers a peer support group that provides a forum for single parents to address common issues that may prevent successful completion of the program.

JOB PLACEMENT

Job development and placement are the cornerstone of this program. Placement efforts begin when the participant begins training. Barriers to employment are identified project staff work with the student to address these barriers and develop strategies to overcome them. A cooperative effort between the participant and project staff is established early to ensure the smooth transition into the new job and to promote career longevity and long term self-sufficiency.

While in training, participants take classes concerning relevant issues in their chosen career field. These classes provide them with updated information as to technological trends in their field, career paths, the possibility for advancement through continuing education, labor market trends, how to deal with problems at the work place and ethical as well as legal issues are explored. In addition, specialized client driven Motivational Workshops are provided to participants to increase self-esteem, their abilities to make quality decisions and enhance interpersonal attitudes and behaviors. This comprehensive education coupled with excellent skills training gives the EEG participant the tools necessary to be successful.

FINAL OUTCOME

While the verdict is not in yet on the overall success of the EEG Technologists program (project will not complete until June 1994), staff members are extremely happy with the direction so far. Their retention rate is excellent and students have developed a close network to access the job market. This project provides an excellent model on how existing programs can work together to bring about a new program. The cooperative efforts of all agencies involved are to be commended for pioneering this vocational training field.

Job development and placement are the cornerstone of this program.

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HOW TO CHOOSE A CAREER

> **"It is a mark of intelligence, no matter what you are doing, to have a good time doing it."**
>
> **George Sand**

Change comes so fast today that future shock has left a wake of bewildered people looking for answers. Keeping track of what's hot and what's not seems like a full-time job. How does one plan for a career in a job market that is so volatile? That is the very question we try to address in this section. The answer lies not so much in the specifics as in the process. The way you prepare yourself for future jobs may be more important than precisely what you prepare for.

In today's volatile job market, leaning how to adjust to change, adapt to new technologies and cope with the marketplaces constant demand for upgraded skills is making "learning how to learn" the single most important ingredient of a successful career. Most jobs identified routinely as "Hot Properties" reflect the growing trend of specialized training, continual upgrading of skills and the ability to acquire new skills to remain competitive. These trends reflect the general consensus of what the work would will be like through the year 2000, that a solid, basic education is the cornerstone on which careers in the future will be built.

No matter what career you choose there are basic characteristics that all employers look for. The skills most desired include good writing and communications skills, organizational ability, flexibility, open mindedness and good analytical and problem solving skills. These skills lay a strong foundation that will make you marketable in any career field. Too much specialization can narrow your focus and your choices in an everchanging labor market. Transferrable skills will be the most important skills for long term success.

Trying to blindly anticipate the trends of the future can be an exercise in futility. A misguided decision can cost you time and money when looking a possible career choices. Changes sometimes impact the best indications of the future. Once again, flexibility is essential to long term survival. However, there are certain trends that will give you some indication of where the best jobs will be. But keep in mind that there is no process that is fail-safe.

Demographics: Age factors of our growing population give some solid hints on trends of the future. The general population is growing older, so looking in areas that service this large segment of the population makes good sense. The health professions seem particularly attractive here, as do any of the occupations servicing the over-40 market, financial managers, accountants, travel personnel, etc.... Also likely to be "growth industries" are the professions that provide childcare, as more and more families are likely to rely on two careers, now and in the future.

Demographics also predict that there will be a decline in the number of young people coming into the job market in the 1990's. This will create a shortfall of workers for the developing jobs and an increase in overall employment opportunities. In addition, because many young people are not receiving the kind of education that will prepare them for the future workplace, a projected shortfall of 23 million American workers is predicted. However, much of this demand will be addressed by businesses increasing automation, using part-time and freelance help and by adopting flextime work schedules.

Small Business: Many expertise in the field of labor trends predict that companies with less than 100 employees will generate up to half the new jobs. This is a dramatic departure form the past when the bulk of new jobs were created by the major corporations. This would indicate that fields needed by small business would be more in demand. Since 1980, while the Fortune 500 companies have cut about 3.5 million jobs from their payrolls, small businesses have added about 20 million.

Technology: While jobs are requiring a higher level of expertise, it will not be necessary to be an electronic engineer to secure employment. Still, it is becoming more and more of a necessity to become knowledgeable of the computer. In more and more job descriptions, computer literacy is listed as a recommended skill. Increasingly businesses of all sizes are computerizing their operations and almost all workers will need to be familiar with working a PC, manipulating databases and entering, storing and retrieving information.

Geography: Smart people go where the jobs are and geographic mobility will play an important part in getting and keeping employment in the coming decade. Several areas have been identified as burgeoning centers of job creation; among them are Manchester-Nashua, New Hampshire; Orlando, Florida; Raleigh-Durham, North Carolina; Phoenix, Arizona; Austin, Texas; Atlanta, Georgia; Tucson, Arizona; Albuquerque, New Mexico; and Washington, DC.

In addition, Florida and California will continue to produce jobs at a faster than average pace. For example, of the 25 metropolitan areas identified by the National Planning Association as having the fastest-growing job markets, 14 are located in these states. New York and New Jersey are both strong in the financial industry and will continue to create jobs in this area but perhaps at a slower pace.

Salaries are generally higher in the West, the Northeast and in urban areas. However, high-paying areas are usually matched by the cost of living. Educate yourself as to the cost of living if you are considering relocation. Remember, a higher paycheck does not necessarily translate into a higher living standard.

Opportunities for Women: Women are now and will continue to be a major player in the work force of the future. The goal has enlarged, focusing on cutting the pay gap between men and women and moving into traditionally male-dominated professions that are lucrative and prestigious.

> **"People who do the least work usually need the most vacation."**
>
> **Leonard Cohen**

The best plan is to determine areas in which shortages are expected. Relatively few women go into the sciences and engineering, although these professions (especially the jobs of computer programmers and computer systems analysts) are definitely on the hot list for the immediate future. On the plus side, demand will offer women great opportunities in non-traditional careers.

Entrepreneurial ventures also offer women an variety of opportunities in the coming decade. The service sector offers many promising avenues to start one's own business. Some areas in demand include travel, childcare, financial consulting and employment agencies. Women-owned businesses grew from 1.9 million in 1977 to 3.3 million in 1983.

When choosing your career path it is important to clarify your values, assess your skills and research the job market outlook, consult knowledgeable people and to choose many different alternatives. No one career or job is right for everybody. Some may sound like they would be fun or interesting until you actually start to work. We all have many jobs during our life time. Be sure you choose what you want to do, not what others want you to do, and you will be more successful.

One avenue to explore for reliable information regarding a certain job or career field is Labor Market Information. Labor Market Information will answer the questions you have about your career interests. How much does it usually pay? What kind of working conditions exist? What is the future outlook for this job? Would I be able to work at it locally or would I have to relocate? How much education is required? What types of jobs could you advance to from the field? How do most people in this field obtain their position? What jobs would lead in to your goal and what jobs you could advance to.

> **The only trouble with the future is it gets here so much faster than it used to."**
>
> **Susan Sontag**

When seeking information on a career, the Career Center at your local Community College is a good start. They generally have accurate, recent information regarding the current job market and career trends. Another good resource is your local Employment Development Department (EDD). They have updated information on many careers and business trends. They also have Occupational Guides that give extensive information on all types of jobs. Your local library is also a good source of resource material. The information is not limited to careers, but also local industry and business reports are kept in their research section.

You can also use the Dictionary of Occupational Titles (DOT) to find out about different jobs. The DOT code book focuses on occupational classifications and definitions. It includes standardized and comprehensive descriptions of job duties, related information for 20,000 occupations. It covers nearly all jobs in the U.S. economy. It groups occupations into systematic occupational classification structures based on interrelationships of job tasks and requirements.

Companies usually have literature available that describes both the company and the employment opportunities they offer. Most employers encourage people to research their company and apply before there are any openings so that they don't have to put much effort into recruitment when they actually do need people. This saves the employer time and money.

Good places to find information about specific careers include the business section of the public library, the Chamber of Commerce, trade association offices, the information section of school placement offices, friends, family, teachers, and of course, from people who work in the field. It's amazing how much you can learn about a profession just by talking to someone in the field.

Remember, you don't have to talk to important people to get good reliable information. Anyone who works can give you valuable insight into either a specific job or a broader career area. Moreover, the people you know who are working not only have a lot of information about their own employers, but also about the employers they've worked for in the past, those they have researched during their own job search, and those that their friends and families work for. One friend of yours could give you the names of three people who could really assist you in your quest for reliable information. This very old, very effective and popular method of gaining information is called Networking. Your network could prove to be one of your primary resources.

LABOR MARKET RESOURCES

NEWSPAPERS (Information in Business and Career Sections. Cost of Living information in Classified and advertisements. Many Libraries have out of town papers if considering relocation.)

YELLOW PAGES

COLLEGE AND CITY LIBRARIES - Business Sections

CHAMBER OF COMMERCE

BETTER BUSINESS BUREAU

PROFESSIONAL ASSOCIATIONS - Call for Literature from Industry Specific Associations (See Encyclopedia of Associations, Vol. 1, National Organizations, Gale Research Company)

TRADE MAGAZINES & TRADE JOURNALS

ANNUAL REPORTS - COMPANY / COLLEGE / ASSOCIATION/ AGENCY (Can be obtained from Chamber of Commerce, Library or directly from the companies, etc.)

DIRECTORIES - (i.e., specific directories of local businesses, Fortune's Plan and Product Directory, Directory of Corporate Affiliations put out by National Register Publishing Col., Inc., etc.)

CAREER OPPORTUNITY INDEX

MOODY'S INDUSTRIAL MANUAL (and other manuals)

PRIVATE CAREER SEARCH PUBLICATIONS (There are hundreds of these published each year. Many are available at your college or public library.)

PRIVATE EMPLOYMENT SERVICE PROVIDERS

EMPLOYMENT DEVELOPMENT DEPARTMENT

> **"We are the echo of the future."**
>
> **W. S. Merwin**

INFORMATION TO GATHER

THE JOB AND THE WORK ENVIRONMENT

TRAINING AND QUALIFICATIONS REQUIRED

AVERAGE EARNINGS ENTRY LEVEL & EXPERIENCED

EMPLOYMENT OUTLOOK LOCAL & NATIONAL

ADVANCEMENT OPPORTUNITIES

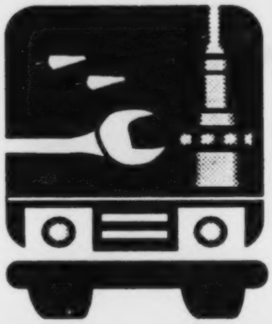
Because rapid change is the standard operating procedure of our time, you will have to be nimble and work hard to remain competitive. Long hours, responsibility and stress are integral parts of every job. With so much of your life devoted to your work, can you afford to select a *profession you don't like?* Your questions about the current labor market could be some of the most important questions you will ever ask. Finding the right answers will help you find a career that is not only financially rewarding, but something that you will enjoy doing and be able to stay with.

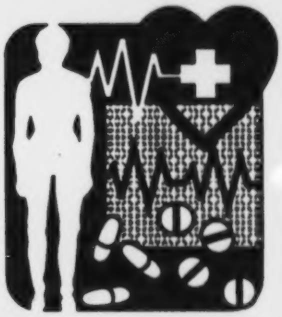
> **"It takes someone mighty conscientious to tell the difference between being tired and lazy."**
>
> **Richard B. Sheridan**

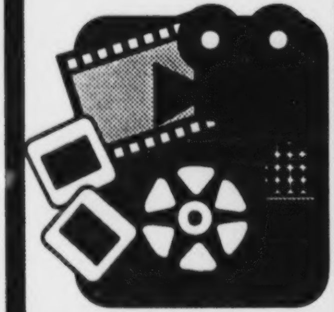
Career Hunting is an adventure!

SUCCESS

(The Student's Ultimate Career Coursework, Employment and Student Services Handbook)







EMPLOYMENT

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EMPLOYMENT SERVICES

In one-on-one interviews, surveys mailed to all 107 community colleges, surveys collected from 100 students in training and 100 graduates, a continuing theme emerged, placement assistance. Few colleges offered specific employment classes and while Career Planning and Placement Departments were on campus, students felt more emphasis was put on career exploration rather than finding a job. Moreover, most students felt they would have been helped with more attention to employability skills training.

The students who did not sight placement assistance as an unaddressed need were primarily in a Job Training Partnership Administration (JTPA) funded vocational program. Therefore, the Occupational Training Institute (OTI) of the Foothill-De Anza Community College District along with several Community Based Organizations (CBO) which offer JTPA funded training programs, were contacted to identify their activities concerning placement.

JTPA funded programs put a high priority on pre-employment skills. This is due to the performance based funding they rely on. JTPA requires placement of vocational training students and ties a portion of the grant funds to this activity. Moreover, not only do they require placement into unsubsidized employment, they also require employment retention of six months after completion of the program. Agencies providing the training are held responsible for this performance factor. Without successful placement performance, agencies do not generate the funds for services provided and risk the refunding of their programs.

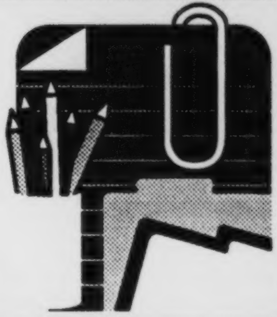
> *"All excellent things are as difficult as they are rare."*
>
> *Benedict Spinoza*
> *1632-1677*

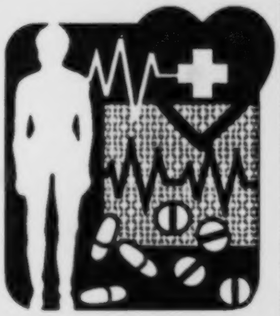
Every CBO contacted, as well as OTI, provides pre-employment workshops or classes to their students to increase the opportunities for placement and long-term job retention. These classes are usually facilitated by placement personnel and are provided concurrently with skills training. Topics found in every program included Labor Market Research, Application Completion, Resumé Writing, Interviewing Skills and Job Retention Techniques.

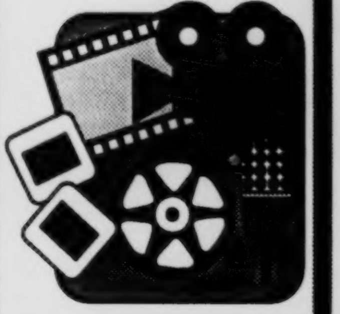
The SUCCESS Handbook staff have put together an Employment Workshop for replication within vocational training programs. This workshop is designed to accommodate a 12 to 24 hour time frame depending on class size and student need. A Facilitators Guide is included in this Handbook. Additional materials such as handouts, video tape presentations and guest speakers are suggested to embellish this "bare bones" employment skills training. The Student Handbook section has been numbered seperately for ease of use after reproduction and designed for easy duplication. We hope you find this Handbook informative and helpful.

SUCCESS

(The Student's Ultimate Career Coursework, Employment and Student Services Handbook)







EMPLOYMENT HANDBOOK

Facilitator's Guide

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EMPLOYMENT WORKSHOP FACILITATORS GUIDE

MEETING ONE (2 - 4 Hours)

COMMUNICATION & EFFECTIVE LISTENING

Icebreaker exercise: The Scavenger Hunt. Students talk to each other to complete the Scavenger Hunt Form. (See Scavenger Hunt Form on page 22 for duplication for student use.) Other Icebreakers may be used. Idea is to promote interaction to develop a network.

Icebreaker exercise using effective listening skills. Participants interview each other and then introduce each other to the group with an emphasis on employability.

> *"Lost time was like a run in a stocking. It always got worse."*
>
> **Anne Morrow Lindbergh**

POSITIVE SELF IMAGING

Label exercise. Students give each other labels with positive statements on them to each other. (See sample label words on page 28) Be sure each student has a set of labels.

Hand out Job Search Workbook. This workbook was developed by the Occupational Training Institute for the SUCCESS Handbook. It was designed specifically to support this workshop and to fit the needs of the special populations.

Have Participants put the labels on the inside front cover of their workbooks. Tell them that you want them to say out loud "I am __label__." for each label and repeat it until they believe it. Also, when they are asked "What are your own special abilities?" they can state the words on the labels.

IMPORTANCE OF COMMUNICATION IN THE JOB SEARCH PROCESS

Discussion concerning the importance of communication in the job search process. Focus will be on communication in finding and in keeping a job. Various Labor Market Information Resource materials including the Dictionary of Occupational Titles and the Employment Development Departments Occupational Guides. Other materials can be used on an as needed/available basis.

Workbook, Chapter 1.

KNOWLEDGE OF LABOR MARKET INFORMATION

Discussion concerning why one should research a career.

From a map (use a photocopy of city map with resources highlighted or labeled) containing various public and private organizations, participants will indicate sources of labor market information. Participants will be able to identify at least 5 sources of Labor market information within their community.

Participants will research a specific job that they are interested in and report findings to the class.

MEETING TWO (2 - 4 Hours)

ELEMENTS OF A SUCCESSFUL JOB SEARCH

Students will go over several different employment ads and Employment Development Department (EDD) job listings and interpret.

IDENTIFYING AN EMPLOYMENT OPPORTUNITY

Participants will identify three jobs they are qualified to apply for from Want Ad section of the newspaper. Students will discuss why they are qualified for the jobs and how they can get information on the company that is hiring.

HOW TO CONTACT EMPLOYERS

Discussion of the purpose and importance of letter writing in the job search process, using the Job Search Flow Chart from Workbook.

Workbook Chapter 2.

KNOWLEDGE OF JOB DIARY

Discussion concerning the importance and efficiency of a Job Diary. Discuss example of Job Diary in Workbook. (Sample Job Diary is on page 27 to be duplicated for student use.)

ACCESSING THE HIDDEN JOB MARKET

Discussion concerning how to find jobs that are not in the want ads. Networking and job strategies that work. Participants will fill out Networking Handout, then group compiles scores.

ABILITY TO EFFECTIVELY USE THE TELEPHONE DURING THE JOB SEARCH PROCESS

Discussion concerning the importance and the convenience of using the telephone in the job search process.

Using Telephone Books and Scripts students role play cold calling employers for openings, advertised employment opportunities and follow-up calls.

KNOWLEDGE OF INFORMATIONAL INTERVIEW

Discussion concerning how to conduct an informational interview. Participants practice with each other how to establish such an interview. Role play contacting professionals for information.

> *"I will act,*
> *I will act*
> *I will act now!"*
>
> **any-mouse**

Each Participant will interview someone who either hires applicants for, or has a job they are interested in and report their information to class.

MEETING THREE (2-4 Hours)

KNOWLEDGE OF COVER LETTERS

Illustrate overall business letter formats and how and where to adapt it to personal needs.

Workbook Chapter 3.

ABILITY TO WRITE AN EFFECTIVE COVER LETTER

Using worksheet from Workbook (See pages 28 and 29), students will draft cover letter appropriate to one of the 3 jobs previously selected. Using critiques draft participant will complete a final Master Cover Letter.

Workshop Leader/Instructor will critique drafts of cover letter.

Participant will turn in final of Cover letter for evaluation.

ABILITY TO WRITE AN EFFECTIVE THANK YOU LETTER

Same process as Cover Letter.

ABILITY TO FILL OUT A JOB APPLICATION CORRECTLY

Discussion concerning the importance of the application and the creation of a Master Application. Discussion concerning Most Common Mistakes, Reasons for Leaving and other information in the Workbook, Chapter 3.

Participants will fill out a draft Master Application (See page 30) for one of the jobs previously selected using one of the sample application forms in the Workbook. Participant will turn in draft of Master Application for Workshop Leader to critique and hand back.

> *"People willing to roll up their sleeves seldom lose their shirt."*
>
> **Graffiti**

GENERAL KNOWLEDGE OF RESUMÉS

Discussion including a review of the resumes function in the job search process.

KNOWLEDGE OF RESUMÉ STYLES

Discussion of different styles of resumes and when to use them.

HOW TO GENERATE A RESUMÉ

Participants will fill out skills analysis sheets and resume work sheets if appropriate. Critique of Skills Identification Sheets and Resume Worksheets. (Sample Skill Sheet and Resume Work Sheets are on pages 29 and 37-40 for duplication for student use.)

KNOWLEDGE OF TESTING PROCEDURES

Discussion concerning why employers sometimes require tests and how to handle the stress that goes along with them.

> *"There are only the pursued, the pursuing, the busy, and the tired."*
>
> **F. Scott Fitzgerald**

MEETING FOUR (2-4 Hours)

WHAT TO EXPECT IN AN INTERVIEW

Discussion concerning reasons for interviews. What employers are looking for in an applicant using information in Workbook Chapter 4.

EFFECTIVE INTERVIEWING TECHNIQUES

Participants go over list of most asked questions and appropriate answers including Stress Questions in Workbook.

INTERVIEW QUESTIONS

Participants role play interviewing each other. One will be the employer and one the applicant. Then switch roles. Discussion of exercise including how to handle difficult questions and what applicants should ask at an interview. Topics will also include how to sell yourself without over selling. Discuss the List of Questions to ask an employer in the Workbook.

MEETING FIVE (2-4 Hours)

SUCCESSFUL INTERVIEWING

Mock Video Taped interviews. Participants will interview each other, each getting the opportunity to play the employer as week as the applicant. Group will view video and offer suggestions for improvement. Group discussion on difficult questions.

Final taped interview. Participants will come dressed and prepared to interview for a job they have selected.

MEETING SIX (2-4 Hours)

INTERVIEWING CRITIQUE

Group views interviews and fills out critique sheets. Workshop Facilitator/ Instructor talks about each interview with the group and also fills out a critique sheet. After completion of the interview critique sheets, they are turned in to the instructor and collated to be given to students at end of class.

JOB RETENTION

Discussion concerning issues in keeping a job outlined in the Workbook, Chapter 5.

EQUIPMENT SUGGESTED

SUCCESS Employment Workbooks

Self Stick Labels for Label Game

Dictionary of Occupational Titles (DOT) Code Book(s)

Employment Development Department,
State of California Occupational Guides

Sample Job Diary

Sample Scheduling Sheets

Sample Cover Letter Work Sheets

Sample Thank You Letter Work Sheets

Sample Applications

Skills Sheets

Resume Work Sheet

Video Camera

Video Monitor

Blank Video Tapes

Interview Critique Sheets

"Hindsight is common and bland as boiled potatoes."

Maureen Howard

SCAVENGER HUNT

Directions: Find persons who fit the following and write down their names on the blank line under each item.

Find someone with the same birth month as you have.

Find someone wearing the same color shoes as you are wearing.

Find someone from your home state or country.

Find someone that has the same color car as you do.

Find someone who has the same make of car as you do.

Find someone with the same number of brothers and sisters as you have.

Find someone with the same number of buttons on their clothes as you have.

Find someone with the same brand of watch as yours.

Find someone whose father's or mother's first name matches your father's or mother's first name.

Find someone wearing three rings on one hand.

Find someone who's favorite TV show is the same as yours.

Find someone who has seen the same movie as you have in a theatre within the last month.

Find someone who attended the same High School as you.

Find a left-handed person.

Find someone who speaks more than one language and what language it is.

Find someone who has the same number of keys on their key ring that you have.

SAMPLE WORDS FOR LABEL GAME

CONFIDENT

UNIQUE

CREATIVE

RESPONSIBLE

ORGANIZED

INTELLIGENT

HELPFUL

RESOURCEFUL

AMBITIOUS

ARTICULATE

SKILLS ANALYSIS

JOB I HELD: ______________________________

THINGS I DID WITH PEOPLE:

THINGS I DID WITH THINGS:

THINGS I DID WITH INFORMATION:

WHAT JOBS CAN YOU DO USING THESE SKILLS?

WHAT NEEDS TO BE DONE THIS WEEK?

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEK-END
33				33	

© 1977 PEOPLE SYSTEMS INC.

WEEK OF ______________

MONTH____________ YEAR______

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

SAMPLE JOB SEARCH DIARY

NAME: ____

Contact Date	Company Contacted	Description of Contact + Comments & Dates	Next Follow-up Date or Results

Sample Cover Letter:

Dear Mr./Ms. ______________________;

Paragraph #1. ______________________

Paragraph #2. ______________________

Paragraph #3. ______________________

Sincerely,

Enc. (If Applicable)

Sample Thank You Letter:

Dear Mr./Ms. ____________________;

Paragraph #1. ____________________

Paragraph #2. ____________________

Paragraph #3. ____________________

Sincerely,

____

Enc. (If Applicable)

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APPLICATION FOR EMPLOYMENT

Date: ____________________

Name: ______________________________ Social Security No.: ____________________
LAST FIRST MIDDLE

Address: ____
STREET CITY STATE ZIP

Telephone No.: (______) ____________________ Message No.: (______) ____________________
AREA CODE AREA CODE

Other name(s) (Maiden name, etc.) under which you have worked: ____________________

POSITION APPLIED FOR: ____________________ Date Available: ____________________

How did you hear about position applying for: Agency: ☐ Employee ☐ Name: ____________________

Newspaper: ☐ Name: ____________________ Other: ____________________

List any office or shop skills: Typing______WPM Dictaphone______ Shorthand______WPM Word Processor______

Check all shifts you are willing to work (1st) ☐ (2nd) ☐ (3rd) ☐ Are you available for overtime? Yes ☐ No ☐

Do you have transportation available to work scheduled hours: Yes ☐ No ☐

Manufacturing: Do you have any objections to working with chemicals to perform your regular job? Yes ☐ No ☐

PERSONAL INFORMATION

Have you ever applied for employment Yes ☐ No ☐ When? ____________________

Previously employed here? Yes ☐ No ☐ If "yes", when? __________ Under what name? __________

Any relatives employed here? Yes ☐ No ☐ Name? __________ Relationship? __________

State age, if under 18 or over 70: __________

Do you have any physical limitations or allergies which may limit your ability to perform the job for which you applied?

Yes ☐ No ☐ If "yes", please explain: ____________________

Are you taking any type of medication or have any pre-existing health conditions that may prevent you from performing a regular work schedule? Yes ☐ No ☐ If "yes", please explain: ____________________

Have you ever been convicted of an offense other than minor traffic violations? Yes ☐ No ☐ If "yes", give date, place, offense and outcome of each: ____________________

In which organization(s) do you hold or have held membership (social, professional, civic, etc., excluding any organization the name or character of which indicates the race, religious creed, color, sex, national origin or ancestry of its members)? ____________________

What are your spare-time activities or hobbies? ____________________

Would you relocate? Yes ☐ No ☐ . Are you a citizen of the United States? Yes ☐ No ☐ If not, have you legal right to wor in the United States permanently? Yes ☐ No ☐ If "yes", proof will be required after employment.

MILITARY SERVICE

Branch: ____________________ Last rank: ____________________

Do you receive disability? ______ Percent of disability? ______ Major studies and skills acquired in service: ____________________

What military organization are you a member of? ____________________

An Equal Opportunity Employer

EDUCATION

Circle last grade completed: Grade 1 2 3 4 5 6 7 8 9 10 11 12 – College 1 2 3 4

Name of School -High School & Above	Location	Course	Graduated?	Degree?	Grade Pt Average

Do you speak, read, or write a foreign language?__________ If so, please specify:__________

WORK EXPERIENCE: Beginning with your present position, account for all time (if unemployed, state length of time) include summer and part-time employment if you recently completed school. Please describe duties as completely as space will allow.

Employer:__________ Phone:__________	Dates	Salary
Address:__________ City:__________ State:__________	From	Start
Job title:__________ Supervisor:__________	/ /	$
Your duties:__________	To	Final
Reason for leaving:__________	/ /	$

Employer:__________ Phone:__________	Dates	Salary
Address:__________ City:__________ State:__________	From	Start
Job title:__________ Supervisor:__________	/ /	$
Your duties:__________	To	Final
Reason for leaving:__________	/ /	$

Employer:__________ Phone:__________	Dates	Salary
Address:__________ City:__________ State:__________	From	Start
Job title:__________ Supervisor:__________	/ /	$
Your duties:__________	To	Final
Reason for leaving:__________	/ /	$

Employer:__________ Phone:__________	Dates	Salary
Address:__________ City:__________ State:__________	From	Start
Job title:__________ Supervisor:__________	/ /	$
Your duties:__________	To	Final
Reason for leaving:__________	/ /	$

(All information treated confidentially)

May we contact your present and/or previous employers for reference?__________

AFFIDAVIT: I certify that the answers given by me to the foregoing questions and statements are true and correct without consequential omissions of any kind whatsoever. I agree that the company shall not be liable in any respect if my employment is terminated because of falsity of statements, answers or omissions made by me in this questionnaire. I understand that any misleading or incorrect statements may render this application void, and if employed, may be cause for termination.

Date:__________ Signature:__________

The employment relationship is at will and may be terminated at any time by either party giving notice.

COMPANY USE ONLY

Birth Date:	Interviewers: Date:	Personnel Information: Salary: Position:
		Classification: Grade: Dept:
Application Disposition Received in Mail: Date		Shift: Start date: Req no.
		Supv.
		APPROVALS DATE Dept. Mgr.
Accepted in Lobby: Date		Compensation:
		Empl. Rel. Mgr.
		Func. V.P.:
		Exec. V.P.:

REVERSE CHRONOLOGICAL RESUME:

Objective: ________________________________

Pertinent Coursework: ________________________________

________ : ________________________________

________ : ________________________________

________ : ________________________________

Awards & Honors ________________________________

References: Will be made available upon request.

MODIFIED CHRONOLOGICAL RESUME:

____
____
____
____

PERTINENT SKILLS
* ______________ * ______________
* ______________ * ______________
* ______________ * ______________

EDUCATION:
____
____
____

EXPERIENCE:
__________ ____________________________________
____
____

__________ ____________________________________
____
____

__________ ____________________________________
____
____

ADDITIONAL EMPLOYMENT
______________ ______________
______________ ______________
______________ ______________

EXTRACURRICULAR ACTIVITIES
____
____
____
____

REFERENCES Furnished upon request.

FUNCTIONAL STRESSING EDUCATION

____
____
____

OBJECTIVE: ______________________________

EDUCATION: ______________________________
____
____
____

COURSE WORK: ______________
____
____
____
____
____
____

EXPERIENCE: (SUMMARY)______________________________
____
____
____

EMPLOYMENT:

______________ ______________________________
____
____

______________ ______________________________
____
____

______________ ______________________________
____
____

______________ ______________________________
____
____

REFERENCES: Available upon request

FUNCTIONAL STRESSING EXPERIENCE

OBJECTIVE:

EXPERIENCE: (SUMMARY)

EMPLOYMENT:

Duties

Duties

Duties

EDUCATION:

REFERENCES: Available upon request

INTERVIEW RATING SHEET

NAME: ______________________________ DATE: ____________

1.	Introduces self by name?	YES	NO
2.	Shakes the interviewer's hand in a natural way?	YES	NO
3.	When asked "Tell ma a little bit about yourself"...		
	A. Talks about skills related to the job?	YES	NO
	B. Avoids personal information?	YES	NO
4.	When asked "Why do you think you should be hired?" states qualifications, skills, training and/or experience?	YES	NO
5.	If asked about a problem area responds in a positive manner?	YES	NO
6.	Answers questions quickly and naturally, interview did not have to dig out information?	YES	NO
7.	Speaks in normal tone, easy to hear and clear?	YES	NO
8.	Answers make sense and relate to the interviewer's questions?	YES	NO
9.	Does not use slang or street expressions during interview?	YES	NO
10.	Maintains good eye contact and posture during interview?	YES	NO
11.	Does not display nervous gestures?	YES	NO
12.	Shows attention and interest during interview?	YES	NO
13.	Appropriate overall appearance and dressed correctly?	YES	NO
14.	Asks questions about the job, company, or advancement?	YES	NO
15.	Did participant close the interview assertively?	YES	NO
16.	Thanks the interviewer at the end of the interview?	YES	NO

OTHER COMMENTS: ____

____

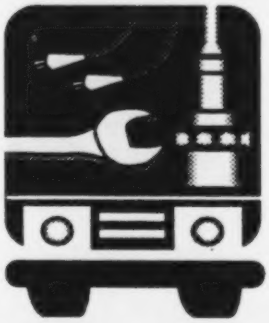
____

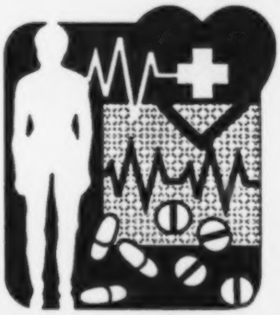
____

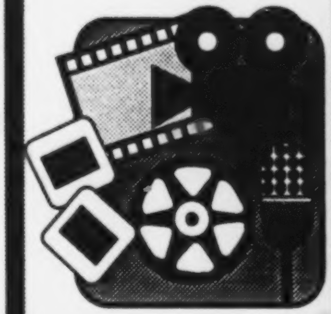
____

SUCCESS

(The Student's Ultimate Career Coursework, Employment and Student Services Handbook)







EMPLOYMENT HANDBOOK

52

Defy Convention

be your own Invention

THE COMPLETE JOB SEARCH HANDBOOK

1 HOW TO FIND AVAILABLE JOBS

2 HOW TO CONTACT EMPLOYERS

3 HOW TO INTERVIEW

4 HOW TO WRITE A RESUME

5 HOW TO GET THE JOB YOU WANT

By Kären Johnson
Occupational Training Institute

Layout & Design:

The Image Magician

Moss Beach, CA 94038

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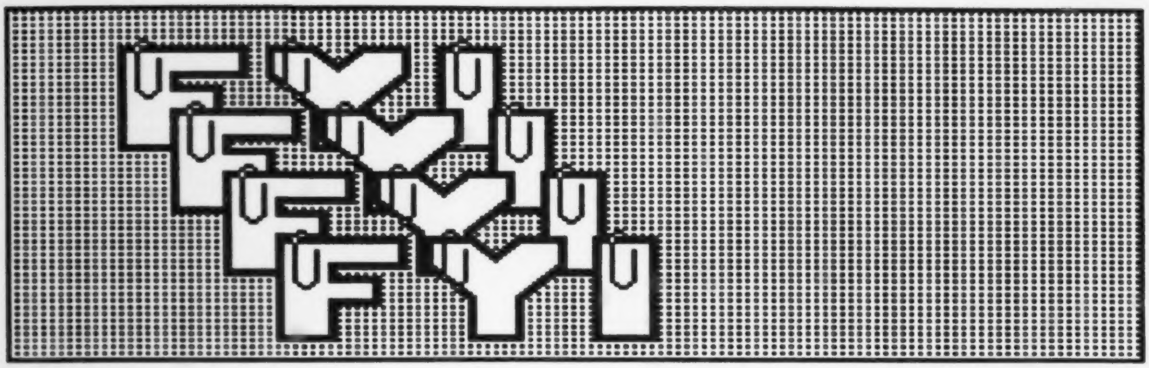


OF CAREERS AND JOBS AND WHAT TO DO?

What's the difference between a job and a career, anyway? A career as defined by Webster's is a chosen pursuit, life work. In effect, a career is an area of expertise, a field of work one chooses. Think of it as an umbrella that covers many possible jobs. A job is an activity performed in exchange for payment. In other words, the specific day to day duties one performs . A job can relate to a career or have nothing to do with the career of one's choice.

For example, one may choose a career in medicine. That person's job may be a doctor, nurse, ambulance driver, paramedic, nursing assistant, home health aide, medical receptionist, dental assistant, pharmacist or pharmacy technician. All these jobs are very different, but they all fit into a medical career. If that same person had a job as a fry cook, his/her job would not relate to a career in the medical field. Another example would be someone who wishes a career as an actor. Each role taken is a job whether it is a television commercial or a Broadway play, they are all jobs that fit under the umbrella, or category of an acting career.

We all have many jobs during our life time. Some may relate to a chosen career field and some may not. A job can be permanent, temporary, part-time or full-time and still be a job. A career is less specific in the definition of duties. It encompasses a vast array of possible job choices while adhering to a common thread.

THE IMPORTANCE OF JOB MARKET INFORMATION

When planning your job search it is important to clarify your values, assess your skills and research the job market outlook, consult knowledgeable people and to choose many different alternatives. No one career or job is right for everybody. Some may sound like they would be fun or interesting until you actually start to work. Be sure you choose what you want to do, not what others want you to do, and you will be more successful in the workplace. This can be accomplished through Job Market Research.

Research is not only something that scientists do, anyone who tries to find out more about something is doing research. Research is working to find answers to questions. Sometimes research involves going to the library to look for the answers in a book, other times it means calling friends or a company for information that can in some way help you.

Job Market information will answer the questions you have about your career interests. How much does it usually pay? What kind of working conditions exist? What is the future outlook for this job? Would I be able to work at it locally or would I have to relocate? How much educa-

tion is required? What types of jobs could you advance to from the field? How do most people in this field obtain their position? What jobs would lead in to your goal and what jobs you could advance to.

Your questions about the current job market could be some of the most important questions you will ever ask. Finding the right answers will help you find employment that is not only financially rewarding, but something that you will enjoy doing and be able to stay with. Job Market Research also means searching for the answers to questions that are important to you in finding and following up on job leads. It could also mean choosing the employer that is best for you. Your job search will require you to make a number of decisions, many of which will require research before you can make a decision that you feel good about and can live with.

In this chapter you will learn how and where to research job opportunities in your field. Who the employers are in your area and what they offer; how people in your field are selected, hired and promoted. This is a critical part of your job search. Doing the required research will help ensure that you find the job that is right for you as quickly and efficiently as possible.

When you accept a full-time job with an employer, you are committing 40 plus hours a week of your time, your labor and your energy, for years to come. Employers select employees with care because they want to see a good return on their investment. You also deserve a return on the investment you will make with your new employer. Choose your employer carefully. You will have to carry out a solid program of job research to make sure that you have a good basis for making a wise choice.

WHAT'S REALLY IMPORTANT

The hours and pay are not the most important pieces of information for you to know. They are important, but more important is your understanding of the job itself. The same pay might be great for one job, but not worth it for another. A dead-end job with a higher starting salary might be less desirable than a job with a future that starts off with lower pay but offers the opportunity for advancement. You should seriously ask yourself whether you can do the job and whether you will meet the employer's expectations. Is it the kind of work you really want to do week after week, month after month? Is it in a location that you can get to and from on time? Is it a job that you will find hard to keep? These are all questions that you can answer for yourself in advance by carefully researching each position you consider taking. Remember, a choppy work history, changing jobs over and over again, will not sell you to an employer. It is better to choose a job that you will be successful at and be able to keep. Not only will you feel better about yourself, but you will be building a strong work history that will help you advance your career in the future.

Companies usually have literature available that describes both the company and the employment opportunities

they offer. Most employers encourage people to research their company and apply before there are any openings so that they don't have to put much effort into recruitment when they actually do need people. This saves the employer time and money.

Employment agencies are good places to obtain information about possible job openings, but not information about employers. In fact, unless you've already been set up for an interview, most employment agency personnel will not give out the names of employers that they are working with.

Good places to find information about local employers include the business section of the public library, the Chamber of Commerce, trade association offices, the information section of school placement offices, friends, family, teachers, and of course, from employers themselves. It's amazing how much you can learn about employers in your field just by talking to someone at the company.

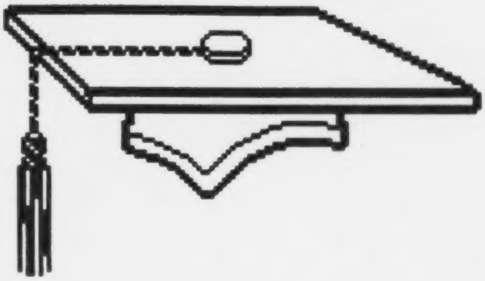
Remember, you don't have to talk to important people to get good reliable information. Anyone who works can give you valuable insight into either a job or a company. Moreover, the people you know who are working not only have a lot of information about their own employers, but also about the employers they've worked for in the past, those they have researched during their own job search, and those that their friends and families work for. One friend of yours could give you the names of three people who could really assist you in your job search. This very old, very effective and popular job search method is called Networking. Your network could prove to be one of your primary resources for doing an effective research on the labor market of your interest.

Bottom line, no one can get you a job. A Job Developer (also called a Placement Specialist or an Employment Counselor) is someone who can assist you in your job search by developing job leads and making contact with employers in your field. However, the job developer is not the one who is responsible for getting you hired, YOU ARE!

WHO IS RESPONSIBLE FOR WHAT?

The college can instruct you in skills that will increase your employability in job search techniques. We cannot guarantee you a job. Employers hire individuals, not groups. Even if we make contact for you with employers, you still have to market yourself to each and every prospective employer if you are to become employed. Don't become dependent on the placement office to do your job search for you. The ultimate responsibility is yours. At most, we can help to put you into a situation where you can get yourself hired!

One excellent way to get information is with an Informational Interview. This is a term applied to a situation in which you set up a meeting with an employer in your field by asking whether they are willing to give you some information and advice about your career in the field. The purpose of an informational interview is to gather information, to get advice from someone who knows. Many books written about job search teach informational interview as a trick to get into an employer so that you can try to get hired. In fact, it is often true that the employer may be so impressed with you as you ask them intelligent questions that a job interview results. But keep to your original purpose. No one likes to be tricked, and employers are no exception. If they notice that you are not really interested in gathering information, but are only fishing for a job in a sneaky way, they may become justifiably angry.



Remember, the newspaper provides a lot of valuable information about the job market outside of the classified ads. Throughout the newspaper there are articles, stories, headlines, etc., that spread news about new companies, changes in the job market, ways in which industry is being affected by the economy, and so on. Between the lines of these news items lies important information about present or future hiring needs. New developments in technology can both make some jobs obsolete and create other kinds of jobs. In addition you can look under the "New Business Licenses" section of the newspaper for the names of new companies in the area. NEW usually means HIRING.

Don't limit yourself to one specific job title. What one employer may call a Customer Service Representative, another may call a Clerk Typist. Be sure to research all of the possible terms that are used to describe the kind of job you are looking for.

It is important to keep an open mind about where you can put your skills to work. People often get "stuck in a rut" when it comes to thinking about their job search horizons. Research your field well so that you have an understanding of all the environments where you can put your skills to work. Be open to creating a job for yourself by convincing an employer that you can solve a problem for the company, or bring in more profit by doing what you do. Don't box yourself in by narrow thinking about where you can apply your skills to make a living.

WHEN TO START LOOKING FOR A JOB

Don't wait until graduation to begin doing job market research. The time to begin is as soon as possible. The sooner the better. Your research should begin before you have chosen your vocational area. This way, by the time you graduate you will have laid the groundwork for a successful job search. When you do graduate, the research you have done throughout the training will pay off in terms of job leads, a solid network, confidence in your job search abilities and last but not least, a solid basis for an informed decision when you do decide to accept a job offer.

A word to the wise. Don't end your research the day you get a job. Job market research never ends because we can never know all there is to know about the ever-changing labor market. Once you are employed, you should be researching better ways to do your job, avenues for promotion and ways of upgrading your skills. Hopefully your research will continue so that you will never go unemployed again. You'll never have to start from scratch. The skills you acquire by carrying out the activities suggested in this chapter will help you the rest of your work life.

VALUES & INTEREST ASSESSMENT

YOUR DREAM JOB WOULD BE:

1.	Indoor work	Outdoor work
2.	Physical work	Non-physical work
3.	Public contact	No public contact
4.	Routine work	New challenge daily
5.	Close supervision	Work independently
6.	Use social skills	Use technical skills
7.	Work with others	Work alone
8.	Varied days/hours	Set schedule
9.	Stable position	Movement within company
10.	Structured workload	Unstructured workload
11.	Small company	Large company
12.	Work with people	Work with paper/systems/machines
13.	Day shift	Swing or night shift
14.	Wear uniform	Wear own clothes
15.	Acceptable pay, no benefits	Low pay with benefits
16.	Job duties always changing	Job duties never changing
17.	Paid per hour/month	Paid by performance
18.	One work site	Changing work sites
19.	Service-oriented	Product-oriented
20.	Repetitive tasks	Non-repetitive tasks

SKILLS ANALYSIS

JOB I HELD: ____

THINGS I DID WITH PEOPLE:

THINGS I DID WITH THINGS:

THINGS I DID WITH INFORMATION:

WHAT JOBS CAN YOU DO USING THESE SKILLS?

SLEUTHING OUT LABOR MARKET INFORMATION

Now that you have some ideas about the different types of employment you are interested in, WHAT NEXT? It's time to put on your detective's hat and sleuth out some information about them. You will need to get Labor Market Information. Labor Market Information will answer the questions you have about your career interests. How much does it usually pay? What kind of working conditions exist? What is the future outlook for this job? Would I be able to work at it locally or would I have to relocate? How much education is required? Where can you go when seeking information on a career?

The Career Center at your local Community College is a good start. They generally have accurate, recent information regarding the current job market and career trends. Another good resource is your local Employment Development Department (EDD). They have updated information on many careers and business trends. They also have Occupational Guides that give extensive information on all types of jobs. We have included some samples in your workbook.

Your local library is also a good source of resource material. The information is not limited to careers, but also local industry and business reports are kept in their research section.

You can also use the Dictionary of Occupational Titles (DOT) to find out about different jobs. The DOT code book focuses on occupational classifications and definitions. It includes standardized and comprehensive descriptions of job duties, related information for 20,000 occupations. It covers nearly all jobs in the U.S. economy. It groups occupations into systematic occupational classification structures based on interrelationships of job tasks and requirements.

JOB MARKET RESOURCES LIST

LOCAL NEWSPAPERS

YELLOW PAGES

COLLEGE AND CITY LIBRARIES - Business Sections

CHAMBER OF COMMERCE

BETTER BUSINESS BUREAU

PROFESSIONAL ASSOCIATIONS - Call for Literature from Industry Specific Associations (See Encyclopedia of Associations, Vol. 1, National Organizations, Gale Research Company)

TRADE MAGAZINES AND TRADE JOURNALS

ANNUAL REPORTS - COMPANY / COLLEGE / ASSOCIATION / AGENCY (Can be obtained from Chamber of Commerce, Library or directly from the companies, etc.)

DIRECTORIES - (i.e., specific directories of local businesses, Fortune's Plan and Product Directory, Directory of Corporate Affiliations put out by National Register Publishing Col., Inc., etc.)

CAREER OPPORTUNITY INDEX

MOODY'S INDUSTRIAL MANUAL (and other manuals)

EMPLOYMENT SERVICE PROVIDERS

EMPLOYMENT DEVELOPMENT DEPARTMENT

INFORMATION TO GATHER

NAMES OF ORGANIZATIONS OR COMPANIES

PRODUCTS, SERVICES PROVIDED BY THE ORGANIZATIONS OR COMPANIES

PEOPLE IN THE ORGANIZATIONS OR COMPANIES

CAREER OPPORTUNITIES IN THE COMPANY / INDUSTRY

forms related duties, such as sponsoring one or more special activities or student organizations, assisting pupils in selecting course of study, and counseling them in adjustment and academic problems. May be identified according to subject matter taught.

092 OCCUPATIONS IN PRESCHOOL, PRIMARY SCHOOL, AND KINDERGARTEN EDUCATION

This group includes occupations concerned with research, administration, and teaching below the secondary school level. Teaching at this level is generally not specialized according to subject matter. Some specialization does occur in music, art, science, or physical training. Occupations concerned with relieving teachers of duties which do not require academic training, such as clerical tasks or attending to personal needs of children, are included in Group 249.

092.137-010 DIRECTOR, PRESCHOOL (education)

Directs activities of preschool, day care center, or other child development facility to prepare preschool children for primary school: Prepares and submits facility budget to board of trustees, administrative agency, or owner for approval. Authorizes purchase of instructional materials and teaching aids, such as books, toys, and games designed to stimulate learning. Interviews and recommends hiring of teaching and service staff. Confers with parents regarding facility activities, policies, and enrollment procedures. Confers with teaching staff regarding child's behavioral or learning problems, and recommends methods of modifying inappropriate behavior and encouraging learning experiences. Reviews and evaluates facility activities to insure conformance to state and local regulations. Reviews and approves menu plans and food purchases. May arrange medical attention for ill or injured child in accordance with parental instructions. May perform classroom teaching duties during absence of regular teacher. May be designated as DIRECTOR, CHILD DEVELOPMENT CENTER (education); DIRECTOR, DAY CARE CENTER (education); DIRECTOR, NURSERY SCHOOL (education).

092.227-010 TEACHER, ELEMENTARY SCHOOL (education) teacher, primary.

Teaches elementary school pupils academic, social, and manipulative skills in public or private educational system: Prepares teaching outline for course of study. Lectures, demonstrates, and uses audiovisual teaching aids to present subject matter to class. Prepares, administers, and corrects tests, and records results. Assigns lessons, corrects papers, and hears oral presentations. Maintains order in classroom and on playground. Counsels pupils when adjustment and academic problems arise. Discusses pupils' academic and behavior problems with parents and suggests remedial action. Keeps attendance and grade records as required by school board. May teach combined grade classes in rural schools.

092.227-014 TEACHER, KINDERGARTEN (education) instructor, kindergarten.

Teaches elemental natural and social science, personal hygiene, music, art, and literature to children from 4 to 6 years old, to promote their physical, mental, and social development: Supervises activities, such as field visits, group discussions, and dramatic play acting, to stimulate students' interest in and broaden understanding of their physical and social environment. Fosters cooperative social behavior through games and group projects to assist children in forming satisfying relationships with other children and adults. Encourages students in singing, dancing, rhythmic activities, and in use of art materials, to promote self-expression and appreciation of esthetic experience. Instructs children in practices of personal cleanliness and self care. Alternates periods of strenuous activity with periods of rest or light activity to avoid overstimulation and fatigue. Observes children to detect signs of ill health or emotional disturbance, and to evaluate progress. Discusses students' problems and progress with parents.

092.227-018 TEACHER, PRESCHOOL (education)

Instructs children in activities designed to promote social, physical, and intellectual growth in preparation for primary school in preschool, day care center, or other child development facility. Plans individual and group activities to stimulate learning, according to ages of children. May be designated as TEACHER, CHILD DEVELOPMENT CENTER (education); TEACHER, DAY CARE CENTER (education); TEACHER, EARLY CHILDHOOD EDUCATION (education); TEACHER, NURSERY SCHOOL (education).

094 OCCUPATIONS IN EDUCATION OF THE HANDICAPPED

This group includes occupations concerned with research in the education and training of handicapped persons; the administration of schools or programs for the handicapped; and teaching in such schools and programs which require specialized techniques and procedures. Includes teaching the blind to read books imprinted in braille and to develop their sense of touch; instructing the deaf in sign language and speech reading; and instructing mentally retarded and those with neurological and emotional handicaps.

094.117-010 DIRECTOR, COMMISSION FOR THE BLIND (gov. ser.)

Directs activities of State Commission for the Blind to facilitate vocational and social adjustment of visually handicapped individuals: Directs, through subordinates, activities of workers engaged in training visually handicapped in vocational and other skills. Plans and organizes training programs and self-employment opportunities for blind persons. Confers with representatives of civic groups and charitable organizations to coordinate programs and services. Recommends changes in legislation affecting visually handicapped individuals. Represents Commission at conventions and addresses public gatherings to promote understanding of problems of blind and partially sighted and activities of Commission. Authorizes purchase of materials and equipment within allocated budget.

094.117-014 DIRECTOR, SPECIAL EDUCATION (education) associate superintendent of public instruction for special education.

Formulates special education programs and policies for public schools, public agencies, and state institutions, relating to education and training of mentally and physically handicapped children: Reviews existing programs with personnel concerned. Revises and formulates policies and programs pertaining to activities, such as screening, placement, education, and training of children. Organizes and conducts conferences to interpret policies and programs, train and prepare teachers, instructors, and other personnel. Administers federally funded contracts and insures that goals are met.

094.224-010 TEACHER, DEAF (education) instructor, deaf-mute; teacher, aurally handicapped; teacher, oral-deaf.

Teaches elementary and secondary school subjects to aurally handicapped students, using various methods, such as lip reading, finger spelling, cued speech, and sign language: Instructs deaf and hard-of-hearing students in communication skills, using hearing aid or other electronic or electrical amplifying equipment. Plans curriculum and prepares lessons and other instructional materials according to grade level of students, utilizing visual media, such as films, television, and charts. Instructs students in specific subject areas, such as geography, biology, and art. Encourages students to participate in verbal communication classroom learning experiences to insure their comprehension of subject matter, development of social skill, and ability to communicate in situations encountered in daily living. May attend and interpret lectures and instructions for students enrolled in regular classes. May specialize in teaching lip reading and be designated as TEACHER, LIP READING (education).

094.227-010 EDUCATIONAL THERAPIST (education) teacher, educationally handicapped.

Teaches elementary and secondary school subjects to educationally handicapped students with neurological or emotional disabilities in schools, insititutions, or other specialized facilities: Plans curriculum and prepares lessons and other instructional materials to meet individual needs of students, considering factors, such as physical, emotional, and educational levels of development. Instructs students in specific subject areas, such as English, mathematics, and geography. Observes students for signs of disruptive behavior, such as violence, outbursts of temper, and episodes of destructiveness. Counsels students with regard to disruptive behavior, utilizing variety of therapeutic methods. Confers with other staff members to plan programs designed to promote educational, physical, and social development of students.

094.227-014 TEACHER, BLIND (education) instructor, blind; teacher, braille; teacher, visually handicapped.

Teaches elementary and secondary school subjects to visually handicapped students, using Braille system: Instructs students in reading and writing Braille, using slate and stylus or Braille writer. Plans curriculum and prepares lessons and other instructional materials, according to grade level of students. Transcribes lessons and other materials into Braille for blind students or bold faced type for partially sighted. Arranges for and conducts field trips designed to promote sensory

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CALIFORNIA OCCUPATIONAL GUIDE

ACCOUNTING CLERK

Number 82
1984

THE JOB

ACCOUNTING CLERKS perform the calculating, posting and other clerical tasks involved in maintaining primary financial and statistical documents. The occupation is found in every industry and may be designated by alternate titles such as accounts payable clerk, accounts receivable clerk, figure clerk or assistant bookkeeper.

Typical duties include posting accounts receivable and payable, preparing and making bank deposits, billing, working on payrolls, maintaining inventory records, purchasing supplies or preparing purchase orders, and processing expense reports. Accounting clerks may also schedule, index, and file bills, voucher and documents. Different record-keeping requirements of businesses produce variations in tasks commonly assigned to accounting clerks. They may figure construction estimates if employed by a building contractor; in retail stores they may compute salesmen's commissions, keep records of merchandise and check cash registers periodically. In an insurance company, they calculate, verify and record premiums, dividends and other policy or contract transactions.

Business establishments with diverse accounting activities generally divide financial and statistical processing and reporting functions into departments such as accounts payable, accounts receivable, cost or payroll. The work of accounting clerks here tends to be specialized and limited in scope. One clerk, or group of clerks, might work with the payroll, or inventory, or any single aspect of routine accounting operations.

Accounting clerks customarily operate 10-key calculators, typewriters, and copying machines. They are becoming increasingly involved with computers, preparing data for computer input, reviewing data accuracy and interpreting computer print-outs. Other duties may include typewritten or telephone communication with clients, customers, or vendors; serving the public at a counter; or distributing mail.

WORKING CONDITIONS

Accounting clerks usually work in business offices of employing establishments. Accommodations may vary with the industry, but usually the work area is clean, well-lighted and ventilated. Most tasks are performed while sitting; however, occasional reaching and stooping may be necessary. The work area may be noisy from the operation of office machines.

EMPLOYMENT OUTLOOK

It is estimated that by 1985 approximately 240,000 accounting clerks and bookkeepers will be working in California. The census classification system, on which this estimate is based, groups these occupations together; but in fact, the responsibilities assigned the bookkeeper differ significantly from those of the accounting clerk. A bookkeeper maintains a complete set or section of records of financial transactions and may be assisted by accounting clerks responsible for routine calculating and posting of data. While well-qualified bookkeepers are in almost constant demand throughout the State, the supply of accounting clerks exceeds the need for their services.

As more employers automate accounting functions, some of the accounting clerk's duties are eliminated. However, the need for additional accounting clerks created by the increasing use of accounting information in business management plus general economic growth will probably outpace the impact of labor-saving business machines. Nevertheless, more job opportunities in this occupation will result from the need to replace people who change employment, retire or die than will be generated by increased business activity.

WAGES, HOURS, AND FRINGE BENEFITS

Salaries paid accounting clerks depend on locality and the skills required. Those employed in large metropolitan areas generally earn higher wages than those in smaller cities and towns. In 1984 most entry-level accounting clerks earned from $675 to $925 per month; experienced workers generally received from $800 to $1,650 per month. Top wages paid for more difficult clerical accounting duties sometimes exceeded $1,800 monthly. The usual workweek is 40 hours, Monday through Friday, with occasional overtime in some firms. An Account Clerk II, the entry-level position in the State Civil Service accounting clerk series, begins at $1,196 a month.

Fringe benefits in private industry vary widely but may include paid medical and life insurance, retirement benefits, profit-sharing plans, sick leave, and vacation. Civil service fringe benefits include vacation, sick leave, retirement programs and partially or fully paid medical insurance. Ten to twelve paid holidays each year, access to credit unions, and membership in employee associations are other advantages.

ADVANCEMENT

In both private industry and government, promotions depend on the needs of the employer, as openings are created through expansion of activities or turnover.

Employers normally award promotions on the basis of experience, knowledge of accounting and statistical procedures, and the ability to assume greater responsibilities. In private industry, accounting clerks may advance through more complex assignments to section or department supervisor, full-charge bookkeeper, or office management positions. In some large firms, highly qualified workers may move into the professional Accountant series. Usually this will require college classes.

In some firms there are no opportunities for advancement. Employees of these firms who wish to advance will find it necessary to look for employment with a different firm after obtaining a year or two of experience.

Most governmental agencies base promotions on results of written examinations and oral interviews. Upon successfully passing an examination, the Account Clerk II in State Civil Service may be promoted to Senior Account Clerk and the Senior to a supervisory level. Other governmental agencies may designate promotional steps as Account Clerk I, II, III and Accountant Technician.

ENTRANCE REQUIREMENTS AND TRAINING

Employers in government and private industry prefer applicants who have completed high school. For inexperienced applicants, courses in bookkeeping, mathematics, typing, office machines, and office practice are often required. For most positions, at least one year experience in accounting, statistical or other clerical work demanding a high degree of accuracy is required by both government and private industry. However, post high school training in accounting or commerical subjects can often be substituted for work experience.

Entrance into civil service normally depends upon passing a written examination covering knowledge of accounting procedures, computations and ability to do office work and an oral interview held by an examination board following successfully passing the written examination. Private industry sometimes will require applicants to pass written tests similar to civil service examinations and an interview with one or more of the employer's representatives.

A neat personal appearance and even temperament, a congenial disposition and the ability to work well with others are distinct assets to applicants for accounting clerk positions. Job seekers in this occupation should find systematic, neat and orderly work appealing to them, and they should like to work on detailed tasks. Since accounting and statistical records must be accurate and legible, applicants should have numerical aptitude and good handwriting as well as good vision and finger dexterity.

A person planning to enter the clerical field should concentrate on a commercial curriculum in high school. High school and community college courses useful for accounting clerks include bookkeeping, mathematics, and office machines. Introductory courses in computer science are increasingly important. Since some accounting clerks may be assigned nonaccounting duties, courses in typing, office practice, and business English are valuable. In most major communities, adult education facilities and private business colleges also offer training useful to future clerical workers.

FINDING THE JOB

Local offices of the California Employment Development Department refer applicants to available openings, and provide information on job requirements and working conditions in the community. They also may have information about opportunities in state and other civil service agencies. Friends and relatives working in government and industry are an excellent source of job leads. Personal visits to county and city civil service agencies may be made to obtain dates and requirements for examinations. Other sources of openings include private employment agencies, school placement offices and newspaper want ads. Since some employers prefer to fill accounting clerk vacancies through the promotion of junior clerical personnel, the job seeker might initially pursue employment as a file clerk, messenger, typist or in other entry-level clerical positions.

A job applicant should have a friendly and confident manner and be well groomed. Such documents as work history, social security card, and personal references should be readily available at the interview. A neat and legible application that is complete and accurate is essential to a successful interview. The importance of a favorable first impression cannot be over-emphasized.

RELATED OCCUPATIONAL GUIDES

Typist, No. 20; *Bookkeeper,* No. 26; *Clerk, General Office,* No. 295.

CLASSIFIED LIST FILING INSTRUCTIONS: File in Volume I.

CALIFORNIA OCCUPATIONAL GUIDE

OPERATING ENGINEER

(Construction Machinery Operator)

Number 147
1983

(4th Edition) DOT reference: OPERATING ENGINEER (const.) 859.683-010

THE JOB

OPERATING ENGINEERS work with the equipment used in heavy construction. These men and women operate bulldozers, graders, scrapers, loaders, cranes, trenching machines, and many other types of equipment. Most operating engineers work for contractors on highway, dam, pipeline, and other heavy-construction projects. Many, however, work for other types of companies or for public agencies — like utility companies or highway departments — that do their own maintenance or construction work. There are also jobs for operating engineers in places like factories and mines, operating cranes and hoists, and in the woods dragging logs and building haul roads.

The difficulty of the operating engineer's work depends largely on the complexity of the machine being used and the demands of the job. Operating a large crane, particularly in handling a heavy load or reaching to great height, requires a high degree of skill, while operating an air compressor requires less skill. While most workers specialize in operating the equipment, many others work as heavy-equipment mechanics, specializing in maintenance and repair.

WORKING CONDITIONS

Most operating engineers work outdoors. Some work underground in tunnel construction; or on water, operating dredges; or on a multi-level structure as a crane operator; or in the air as the helicopter crew on a construction project. Some jobs are in remote areas — where weather conditions may be extreme.

The work of the operating engineer is demanding and conditions on the job are often difficult. Operators must coordinate the action of their machines with other activities, making minute by minute judgments to do their work safely and efficiently. The work is usually noisy and hazardous; operators must always be alert to the danger of equipment overturning or coming into contact with power lines, of equipment cables snapping, of excavations collapsing, and of injuries from falling objects and moving equipment.

Most jobs for operating engineers are seasonal, with peak activity during the summer months; interruption of the work due to unfavorable weather is possible at almost any time of the year. In some types of work such as dam, pipeline, and highway construction, workers move from place to place as work is completed on one project and started on another. Some jobs are located at great distance from the worker's home.

EMPLOYMENT OUTLOOK

An estimated 35,000 operating engineers were employed in California in 1980. Most jobs were in construction, an industry in which employment during 1981 and 1982 was substantially lower than in other recent years. Employment in both public and private construction has been down over recent years due to financial constraints in government and the dampening effect of high interest rates on building construction — particularly residential building. Until construction employment increases substantially, there will be relatively few opportunities to enter the occupation. A long-term increase in construction activity is expected, however, and with it an improved job market for operating engineers. Additional jobs also will be created in manufacturing and other industries over the coming years due to the continuing mechanization of materials handling and lifting and loading operations.

WAGES, HOURS, AND FRINGE BENEFITS

Many operating engineers in California belong to the International Union of Operating Engineers. Local No. 3 has jurisdiction in the 46 Northern California counties while Local No. 12 covers the Southern California counties. Wages paid to union workers vary with the type of equipment and the area in which the work is located. Generally, higher wages are paid to workers operating or repairing the larger or more complex machines. As of mid-1982, union hourly wage rates for journey-level operators in California ranged from about $14 to $20 per hour. Hourly wage rates for most union apprentices start at either 50 or 60 percent of the corresponding journey-level rate and increase by uniform steps based on additional increments of 1,000 hours of paid employment. Fringe benefits include employer contributions to health and welfare fund, pension fund, training fund, and holiday, vacation, and retiree welfare plans.

Operating engineers usually work a 40-hour week — Monday through Friday — weather and the availability of work permitting. Under union agreement, workers receive premium pay for work done outside of regular working hours or under unusually dangerous conditions. Wage rates for nonunion workers vary widely but are usually union scale or less.

ENTRANCE REQUIREMENTS AND TRAINING

Completion of formal union apprenticeship training is a highly recommended way of becoming an operating engineer. Apprenticeship involves on-the-job training in the form of paid employment, together with supplemental related training at a designated training center. In general, apprenticeship program applicants must be age 18 or older and may be required to submit evidence of good physical condition and completion of high school education or equivalent. Applicants meeting minimum qualifications are given a written test that measures basic reading and math abilities and mechanical understanding. Scores on the test determine which applicants will be selected for admission to the program from each county; applicants compete only with other individuals residing in the same county.

The apprentice selects one of several branches of work for specialization. The four most popular categories are construction equipment operation, dredges, plant equipment operation, and heavy-duty repair. In the first three categories, the apprentices learn to operate and maintain a variety of equipment and make routine repairs. In the fourth category, the emphasis is on repair. Persons seeking an apprenticeship should contact the nearest district office of the Operating Engineers Union to determine when applications will be accepted.

A number of private schools offer instruction in the operation of construction equipment. Persons considering such training should contact employers in the area to determine the schools' performance. Training in the operation of construction equipment may also be available through the Navy Civil Engineering Corps and the Army Corps of Engineers.

Persons wanting to enter the trade without formal training frequently find employment as a laborer, truck driver or in some other capacity where they have the opportunity to work with the equipment. They may do simple tasks such as cleaning, greasing, and starting equipment. Then, under an experienced operator, they learn to repair and operate light equipment. Later they may learn to operate medium-sized and heavy equipment.

Operating engineers need to be alert and have a good sense of balance and good eye-hand-foot coordination. Good eyesight and depth perception and physical strength and stamina are also necessary. Helpful high school courses include auto shop, machine shop, physics, and mathematics.

ADVANCEMENT

Operating engineers may increase their hourly pay by learning to operate machines requiring higher skill. Persons with above-average ability may be promoted to foreman, superintendent, or project manager. Some workers become owner-operators, furnishing both machine and operator at a specified rental rate.

FINDING THE JOB

Operating engineers who are union members find work by dispatch from out-of-work lists at union offices. The date of registration for work and competence in operating the equipment specified in the employer's job order determine the order of dispatch. Other workers find jobs by word-of-mouth leads, newspaper advertisements, contacting employers directly, and by referral from state job service offices.

ADDITIONAL SOURCES OF INFORMATION

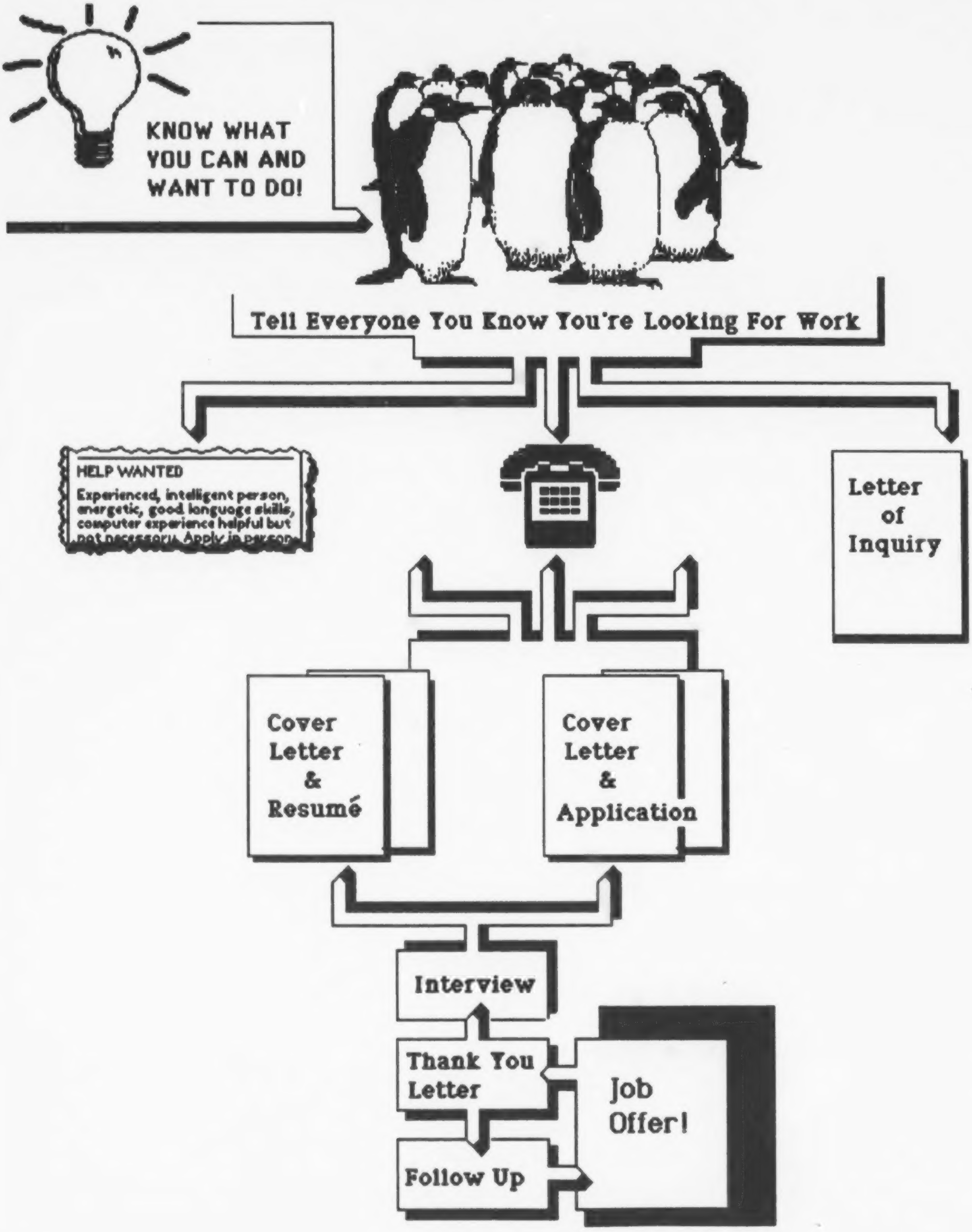
Further information about the operating engineers apprenticeship program may be obtained by contacting the Operating Engineers Joint Apprenticeship Committee for Northern California, Administrative Office, Star Route, P.O. Box 118, Sloughhouse, California 95683, for individuals living in the 46 northern counties. Information about the program in the 12 southern counties may be obtained by contacting the Operating Engineers Joint Apprenticeship Committee for Southern California, 2200 So. Pellissier Place, Whittier, California 90601. Information is also available at local offices of the California Department of Industrial Relations, Division of Apprenticeship Standards and the nearest local office of the California Employment Development Department.

RELATED OCCUPATIONAL GUIDES

Diesel Mechanic, No. 251; *Forklift Operator*, MG—43; *Truck Driver, Heavy*, No. 255.

CLASSIFIED LIST FILING INSTRUCTIONS: File in Volume II.

Job Search Flow Chart


KNOW WHAT YOU CAN AND WANT TO DO!
Tell Everyone You Know You're Looking For Work
HELP WANTED
Experienced, intelligent person, energetic, good language skills, computer experience helpful but not necessary. Apply in person.
Letter of Inquiry
Cover Letter & Resumé
Cover Letter & Application
Interview
Thank You Letter
Follow Up
Job Offer!

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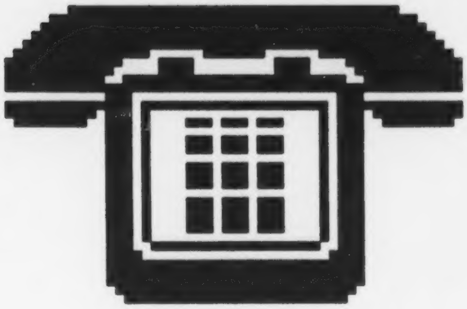
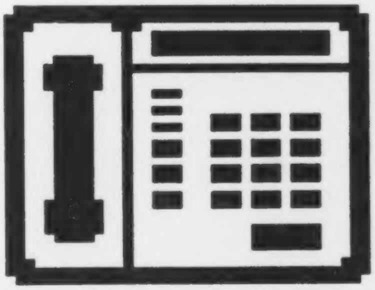


COLD CALLS
BREAKING THE ICE

The telephone is one of the most time and cost efficient ways to make employer contacts. If using the telephone is intimidating to you, it helps to have a script to follow. It also helps to practice with a friend before you approach a prospective employer. Remember this telephone call is the first impression you make on what could be your future boss. We have included a sample telephone script you can use to practice with. After all, practice makes perfect. And you want to make a perfect first impression!

Sometimes a phone number is listed with an advertisement for a job opening. However, studies show that more than 80% of jobs are found by word of mouth, not through the want ads. If you hear about a job opening from a friend before it hits the papers, you need to contact the employer to request an interview or to find out about openings. Calling an employer unexpectedly to request something such as an interview or a job opening is called a cold call. Cold calls require a little practice before they can be done comfortably. Here, once again, your script comes in. Your telephone technique could very well be the key to a great job!



PLANNING YOUR JOB SEARCH

Planning a job search will help you to succeed. When you are contacting more than one employer at a time it is difficult at best to keep track of all the different information, appointments, and follow-ups you must make to succeed. A job log and a calendar will help you to keep your time straight. Looking for a job is a full time job in itself! It takes more than 20 hours a week. It takes all the hours you can give it.

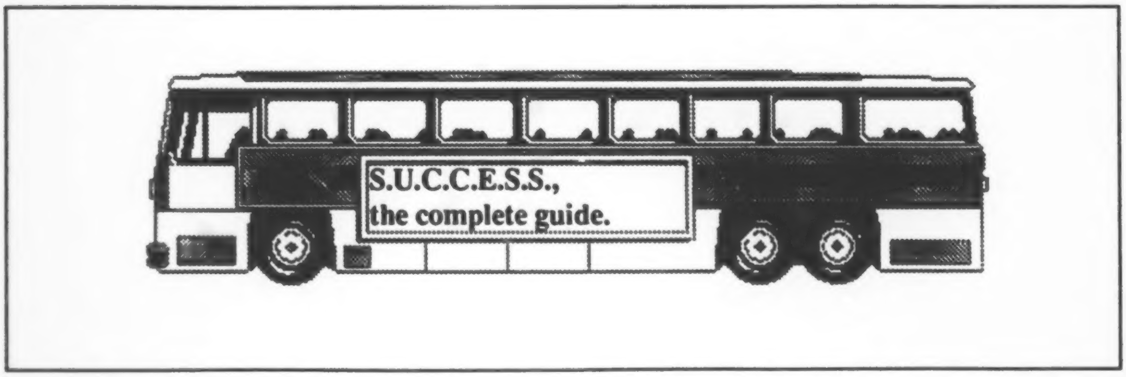
To help you plan out your time commitment we have included a daily appointment form and a monthly planner. Become familiar and comfortable with using them. They can make the difference between failure and getting the job you want.

Organize your job search. This will not only save you time, it will also save you money in gasoline or bus fare. Learn not to make unnecessary trips. Remind yourself to write the thank you letter or to phone a prospective employer in regards to your resume or application.

Don't be afraid to call to find out about the status of a job. Sometimes this is the only way you will find out! Getting a definite no will save you time in the long run. Then, you can use your energy in more productive directions.

Take a look at the examples we have provided. Determine the best way these charts would work for you. Be sure to jot down a list of things to do. Soon you will find that you are accomplishing more and getting more positive results.

Effective time management is the foundation of an effective job search. (P.S.: it also works once you are on the job!)



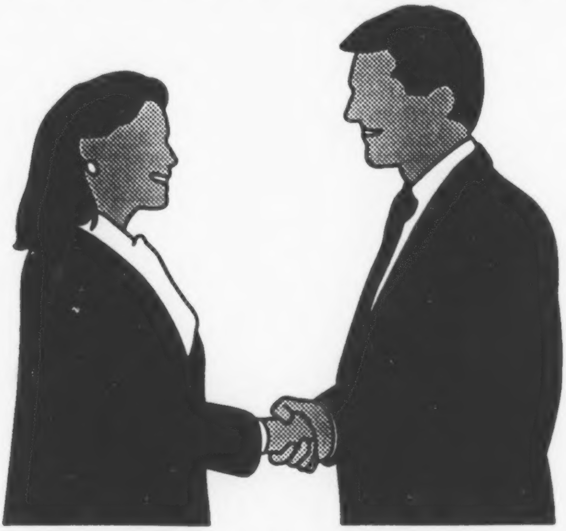
THE IMPORTANCE OF A JOB DIARY

The purpose of this diary is to keep a personal record of all job search contacts. When you are conducting a comprehensive job search it is very easy to forget names, addresses or pertinent information. All companies may become a blur of pros and cons. This folder will act as a record of your contacts. It will assist you in appearing professional when making a follow-up call or a second visit to a prospective employer. Your diary should include the following information:

Name of Company
Address Including Directions If Necessary
Telephone Number and Extension
Contact Person
Job Information
Salary
Hours
Benefits
Other Information You May Need
Personal Comments
Date Filed Application
Date of Interview
Names of People Who Interviewed You
Follow-up Dates

If you keep this diary faithfully it can be an invaluable tool. You can keep track of your contacts, apply for other jobs at similar companies without duplicating yourself, and stay on top of your job search.

Remember: A successful job search is a prepared job search!



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SAMPLE JOB SEARCH DIARY

NAME: Studious Samuel Student

Contact Date	Company Contacted	Description of Contact + Comments & Dates	Next Follow-up Date or Results
5/2/93	Motorola Inc. 12345 Television Rd. Santa Clara (408) 556-1234	Telephoned and requested an application and job description for position advertised in San Jose Mercury News Sunday, April 30, 1993	5/10/93 if no response
5/3/93	Orchid Technologies 45365 northport Loop Fremont, 94538 (408) 123-4448	Went in for interview with Mr. Choosey for Receptionist job. Interview went very well. He collects sea shells. Will refer me Mrs. Stuffy for final interview.	5/11/93 if no answer
5/4/93	Apple Computers Stevens Creek Blvd. Cupertino 95014 (408) 996-4307	Set up an informational interv. with Steven Jobs for 11am on Tuesday 5/17/93.	Sent thank you letter on 5/18/93
5/4/93	Santa Clara Business Offices, Inc. 777 Typing Lane Santa Clara 94050 (408) 111-0000	Called about clerical position advertised in Mercury News 5/3/93. Requested Application.	Contact 5/12/93 if no response
5/4/93	Ms. Small Office 444 Clerical Dr. Sunnyvale 94086 (415) 456-0987	Called about ad and Set up interview for Friday, 5/6/93 at 10 am.	N/A
5/6/93	Ms. Small Office same as above	Interviewed with Marilyn Small. Was very interested in how long I would stay there. Need to reassure her in thank you letter.	Sent thank you letter 5/7/93

NETWORKING IS FOR EVERYONE!

Arranging a time to talk to someone in the field to find out more about possible careers is called an Informational Interview. Most people enjoy talking about their careers. Schedule a time with them, and they will be happy to share their knowledge with you. Professionals can usually give you more insight into a profession in one afternoon than you can absorb reading ten books!

An added bonus is that you have established a contact within the field. This can prove invaluable when it comes time to look for that job. Making personal contacts that may lead to possible job offers is called Networking.

Networking not only helps you in your job search, but also can supply you with a wealth of knowledge when trying to decide on a career. Networking does not mean talking only to important people who have jobs. Anyone who is working has an abundance of information to share. Don't overlook the receptionist or the clerk, their information can be just as important as the Vice President's.

Many people feel they do not know enough people to form a network. Try this exercise with the other people in your workshop. The results will surprise you!

YOU PROBABLY HAVE MORE FRIENDS THAN YOU REALIZE!

Listed below are some sources of friends, relatives, and others who might be able to help you locate a new position if they knew you were looking for one. Write in the number of people you know in each of the groups shown:

Current and former bosses ________________

Fellow workers, past and present ____________

Friends you play any sport with _____________

Friends in church groups __________________

Teachers you have kept in touch with ________

Your relatives ____________________________

Doctors, Lawyers, Insurance agents____________

Neighbors ________________________________

Friends in civic clubs ________________

Friends in social clubs ________________

Friends in fraternal organizations_________

Classmates from School ______________

Spouse's relatives ____________________

Clergy ____________________________

Parents of children's friends____________

Merchants in town you know well_______

Write in the total number of friends and associates you can contact here: ☐

TELEPHONE SALES PRESENTATION

A. "Good morning/afternoon. Please tell me the name of the person who does the hiring for ______________________________." (specific occupation you are seeking. Example: clerical workers, assemblers, carpenters, etc.)

B. Thank you. May I speak to ______________________________ please?

* The secretary may not or cannot put you through:
1. Thank him/her and hang up. Call back later. OR
2. Find out when Mr. Jones will be available. Write the time on the Employer Contact Sheet. Call back at that time.

* The secretary may ask, "What is the reason for your call?" Reply, "It's personal."

* The secretary may respond, "We're not hiring." or "Just come on in and put in an application." Attempt to establish a time to call back.

C. "Hello, Mr. Jones, my name is Charlotte (option to use last name) and the reason for my call is...

Example: ...I am an experienced salesperson. My background includes both tangible and intangible product lines. I have worked mostly in Northern California, so I can bring you local references. I do have a proven sales record: ____________."

Pause, silence. Do not say another word until the employer speaks first. This is the first rule of sales presentations.

D. If the employer attempts to interview you on the phone:

Example: "What have you sold?" or "Who did you say you worked for? etc, etc, etc, —

DO NOT ALLOW YOURSELF TO BE INTERVIEWED ON THE TELEPHONE! ! !

Proceed by saying the following:

E. I would like to meet with you to tell you more about my qualifications, would 3 p.m. today or 9 a.m. tomorrow be better for you?"

(Ask for an appointment when an employer tries to interview you on the telephone or ask for information about you.)

F. If the employer responds by saying: "We are not hiring!"

Thank him/her for the time and ask for a referral:

"Mr. Jones, have you heard of anyone who may need my skills?"

If you do not ask, chances are employers won't think to tell us of any openings s/he may know. We must ask!

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TELEPHONE SALES PRESENTATION CONT.

IMPORTANT NOTES:

THE SALES PRESENTATION REQUIRES USING ACTIVE LISTENING SKILLS.

PRACTICE THE TELEPHONE SALES METHOD.

THIS IS ONE OF YOUR NEW JOB SEARCH SKILLS. IT IS THE APPROACH YOU WILL USE TO TAP THE "HIDDEN JOB MARKET."

Now, here is a telephone canvassing script you can use. This works well when you are calling for general information when a specific job opening has not been advertised. Remember to use the approach that feels the best to you.

TELEPHONE CANVASSING SCRIPT

A. "Good (morning/afternoon), please tell me the name of the person who does the hiring for
____."
(occupation or department)

B. "Thank you. May I speak to ______________________________ please?"

C. "Good (morning/afternoon) ______________________________. My name is
(name)
______________________ and the reason for my call is, I am/have __________
____
____
____

Pause, silence. Wait for the employer's response.

D. "I'd like to meet with you and tell you more about my qualifications. Would
__________ or __________ be good for you?" "My name is ____________
(time) (time)
__________________________ and I will see you at __________."
(time)

E. "Do you know of another business that may be looking for someone with my skills?" Write down the referral.

F. "Thank you for your time."

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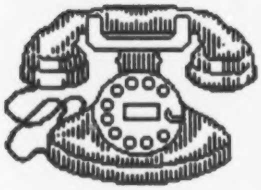

TELEPHONE TIPS

- Once you pick up the receiver to call an employer, do not put it down again until you have reached the goal you have set for the call. This goal may be simply to make a certain number of calls, or to actually schedule an interview with an employer. Put your mind to the task of telephoning; stay as positive as possible and keep at it until you are satisfied.
- Always treat the receptionist or other person who answers the phone with courtesy and respect. He/she has the power to help you as well as the power to stop you.
- If the person you wish to speak to is not in, you should offer to call back at a time recommended by the receptionist. If you wish to leave a message, simply state your name and leave word that you will call again. Do not try to explain your purpose in calling.
- Once you have learned someone's name on the telephone, use it frequently as a way of personalizing the call.
- When referring to the business, use the name of the company rather than a statement such as "a company like yours." (For example, "What does ABC Woodworking look for in a good machine operator?")
- Be careful not to speak too slowly or too quickly, too loudly or too softly. The more relaxed you are, the more you will automatically speak clearly, calmly and confidently.
- Watch your intonation at the ends of statements. Often, when we are unsure of ourselves, we tend to raise the pitch of our voice at the ends of statements, making it sound as though we are asking a question rather than stating a fact.
- Never make an agreement with an employer over the phone that you are not sure you can keep. An unkept commitment guarantees rejection.
- If there is an employer you are very interested in contacting, but have had no luck in reaching by telephone, apply in person to the company.

Letter Writing

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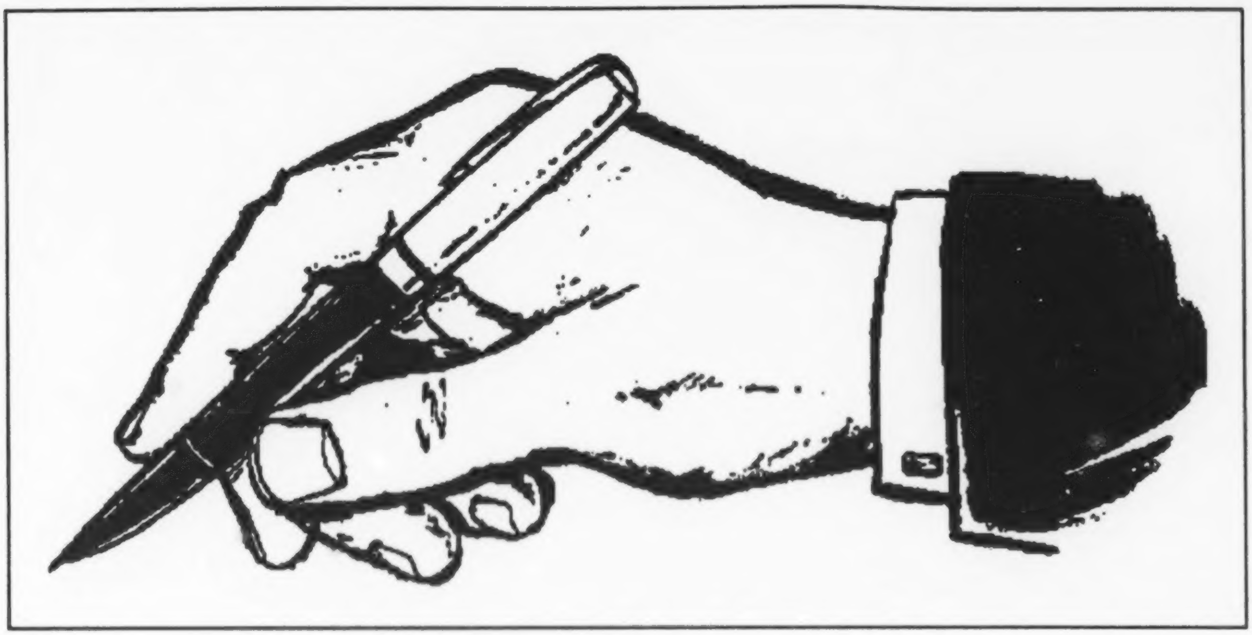

THE COVER LETTER

(LETTER OF APPLICATION)

Each cover letter should be an originally typed, formal business letter which accompanies the resume whenever it is mailed to prospective employers. This letter should identify the career opportunity of interest and describe why you are interested in the position and in the organization. It should summarize qualifications related to the position and suggest an interview to discuss those qualifications in person.

Employers don't read the way we would read for pleasure, they scan to get the most information in the least amount of time. The human eye scans from left to right down a page. This is why advertisers pay much more for advertising space in the right top corner of a page. Ideally you want to draw the eye into your letter so the reader gets the most information possible. By centering your name and address at the top of the page you draw the eye to the first paragraph of your letter.

Always remember to mention where you saw the advertisement and on what date. Employers like to track the success of their advertisements to justify the expense. If you include this information you will have drawn the reader's eye down to your second paragraph before they start scanning your letter. This will assure that the majority of your important information (the 2nd paragraph) will be seen.

Also, avoid using the capital letter I whenever possible. "I" has more white space around it than any other letter in the alphabet. This causes the eye to stop for a second when reading. This becomes uncomfortable for the reader, and you want to make reading your letter as comfortable as possible! Use contractions such as" I'm, I've, or I'll." Try re-wording the sentence to avoid using an I. This can be done by using "my ten years experience...," instead of "I have ten years experience."

As with every piece of correspondence you send to a prospective employer, it is important that the cover letter be concise, flawless, and visually attractive. A simple three paragraph format is the best and the easiest to complete. Practice several different approaches and see which one you like the best. Remember, the Cover Letter is also a reflection of you.

Sample:

Your Name
Street Address
City, State, Zip Code
(Area Code) Telephone Number

Month Day, Year

Name of Contact Person
Name of Company
Street Address
City, State Zip

Dear Mr./Ms. ____________________________:

Paragraph #1. Tell them why you are writing to them. Be sure to refer to the job exactly as it is in the Ad. (I'm writing in reference to your advertisement for a clerical support person in the San Jose Mercury News Sunday, May 14, 1988.) Tell them you have enclosed a copy of your resume for their review.

Paragraph #2. This is where you sell yourself. Briefly describe your qualifications for the position and why you would like to work for this organization.

Paragraph #3. Close the letter on a positive note. Try to indicate that you will be contacting them at a particular date and time. If you do, follow through! If you don't feel comfortable doing this, state that you look forward to talking to them about your qualifications.

Sincerely,

Your Name

Enc. (If you have enclosed your resume)

THE THANK YOU LETTER

The thank you letter serves to remind the employer of your interview and to re-emphasize your interest in the organization and position. It should be mailed to the employer one or two days after the interview. It is not only common courtesy, it is also another chance for you to sell yourself and to mention any additional qualifications that you forgot to mention in the interview.

Moreover, Interviewers don't receive as many thank you letters as you might think. Advertisers consider that for every letter received regarding a product or service, there is somewhere between 300 to 3,000 people who feel the same way but didn't write. Letters carry a lot of clout and when you write one, you stand out from the crowd.

The same three paragraph format works extremely well for the Thank You Letter. Remember your second paragraph will change due to the circumstances of the interview, but having a basic format will make writing them easier. And they do work! A thank you letter will not guarantee you a job, but it does make it more difficult for the employer to say no.

Sample:

Your Name
Street Address
City, State, Zip Code
(Area Code) Telephone Number

Month Day, Year

Name of Person who interviewed you
Name of Company
Street Address
City, State Zip

Dear Mr./Ms. ___________________________;

Paragraph #1. Thank them for the informative interview for the (name of) position on (date).

Paragraph #2. Summarize your qualifications again and mention how they would fit into the company's operations. Remember, this is one of the last chances you will have to sell yourself to the employer. This is also a good time to mention something about the interview that would help the employer match your face with your name. I particularly enjoyed meeting... or talking about ..... will help the employer remember your interview.

Paragraph #3. Thank them again for taking the time to talk to you. Close positively. If you are going to follow up, remind them of the date you will call. If not, close with "I'm looking forward to working with you," or something similar.

Sincerely,

Your Name

SOME DO'S AND DON'TS OF LETTER WRITING

DO use quality bond paper, available at a stationary store or print shop.

DO use a good typewriter with clear, clean print.

DO make certain your letter is sent to the right person. Use that person's name and title whenever possible.

DO maintain a professional, businesslike tone throughout your letter.

DO make the point of the letter clear in the first paragraph.

DO be concise. Respect the time of the person reading the letter.

DO be organized. Plan your letter before you write it.

DO include any extra documents referred to, ie. resume or application.

DO have another person check your letter for errors. An other person can catch errors that you might miss!

DON'T use flimsy, erasable typing paper.

DON'T write by hand or use a typewriter with smeared or fuzzy print.

DON'T send a letter "To Whom It May Concern," or to "Personnel Department."

DON'T try to be overly friendly, humorous or witty.

DON'T write a vague, ambiguous letter that makes the recipient wonder what you wanted to say. Avoid being repetitious or unclear.

DON'T leave the impression you're doing the reader a favor by writing to them.

DON'T think that a long letter is more impressive than a short one.

DON'T forget to include a self-addressed, stamped envelope if you want any documents returned.

Applications

Solving the Puzzel

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THE APPLICATION

Knowing how to fill out an application properly is the most important skill you can learn in the job hunting process. The application tells an employer if you can follow instructions and if you understand what you are reading. However, far more important are the impressions about you an employer gets when reading your application.

Some of the assumptions the employer may make could very well be false. If they are, chances are you will never get the opportunity to dispel the myths. Look at your application from the employer's viewpoint. If your application is messy s/he may think that you are sloppy, that you don't care about your work. Carelessness is seldom tolerated in the workplace. Make sure there is nothing on it that could give an employer a negative impression of you. An application is the most popular screening tool used by a prospective employer. Don't let yours screen you out of the job you want. Here are some basic guidelines for you to follow when filling out applications. Read them carefully before you ever put pen to paper.

CHECK IT OUT

Read the application all the way through before you begin filling it out. Many applications have instructions or comments you should be aware of on the last page or in a portion of the application form.

BEWARE OF THE FINE PRINT

In many cases, particularly large companies' forms, there are directions in fine print under some of the block headings such as "complete in your own handwriting". "please print", or "put first or last name first". Care in following these directions is essential as it indicates to many employers your ability to read and follow instructions, in addition to how careful you are.

BE PREPARED WITH YOUR IDENTIFICATION

Have your Social Security Number card, your driver's license, the names, addresses, phone numbers and zip code numbers of those people you have contacted and who have consented to provide you with a good reference. You will also need proof of citizenship or ability to work in this country before you can be hired.

CREATE A MASTER APPLICATION FORM

Have a Master Application that you keep. This application should be completed perfectly, checked and rechecked for accuracy, spelling,correct addresses, hire and termination dates of previous employment. It is much easier to complete a well-written application, carefully done, if you don't have to recreate the material every time you fill out an application form.

COMPLETING THE FORM

Copy your information from the master form, taking the time to make it look exceptionally neat and well-organized.

REMEMBER, ALL THAT IS LEFT OF YOU WHEN YOU LEAVE, IS THAT PIECE OF PAPER. HOW IT LOOKS IS HOW YOU WILL LOOK TO YOUR PROSPECTIVE EMPLOYER.

FILL OUT THE APPLICATION NEATLY!

That hurried scrawl you used to get into the interview sooner remains after you are gone. Block print if your handwriting is bad (unless they request your handwriting).

Fill out all blanks. If they do not apply, put in an N/A (Not Applicable) to indicate that the area got your attention and that you did not overlook it. If it requests information that you do not want to explain on paper, put "will discuss in interview." This also shows that you did not skip it, merely that you would like to talk about it.

VIGOROUS VERBS

Whenever you are describing your past employment or current abilities, it is always best if you describe them using vigorous verbs. This not only enhances your description, it also tells your prospective employer that you are a doer not a taker. Look over the following list of sample vigorous verbs and see how many apply to your experience and characteristics. Try to use them in your application, resume, and during your interviews.

achieved
administered
advised
analyzed
anticipated
applied
arranged
assembled
assigned
benefited
bought
bridged
briefed
built
certified
checked
collated
communicated
conceived
conducted
conferred
controlled
coordinated
decided
defined
delegated
designed
developed
directed
disbursed
dispatched
documented
amended
evaluated
examined
excelled
executed
exerted
expanded
expedited
facilitated
filled
forecast
formulated
generated
grasped
guided
helped
hired
implemented
impressed
increased
inspected
instigated
interviewed
joined
judged
justified
keyed
launched
lectured
limited
linked
located
lubricated
magnified
managed
marketed
mastered
measured
merged
moderated
monitored
motivated
narrowed
negotiated
numbered
notified
organized
originated
overcame
referred
requested
regulated
repaired
reviewed
routed
scheduled
secured
selected
served
set up
solved
sought
stabilized
stimulated
summarized
stocked
tabulated
tested
totaled
trained
translated
transcribed

THE MOST COMMON MISTAKES ON APPLICATIONS

1. Many applications require that you circle the highest school year and then ask for the name of the school. Many applicants circle the year, but put in the school name by its initials using no city or state to complete the identification and the interviewer then has to ask.
2. Failure to sign the application when it is fully completed.
3. Women who ignore the military service brackets of the application form should indicate N/A if they have not had service.
4. Applications completed in pencil — they fade and rub off in a very short time and it makes them difficult to read. If there is a choice about which application gets the most attention, the one that is easiest to read is easiest to deal with.
5. Applicants do not reread the application all the way through, word for word, to catch possible errors of omission or commission before they turn it in — then have to explain or apologize during the interview for a mistake.
6. Many times there are sections for your comments on the application form. Most applicants make a simple statement like, "I would really like to have the job." And this is all they do. This is the place where you tell them that they are the company you have chosen to work for and reinforce your special skills and abilities in the interviewer's mind. This is a great way to start a productive conversation when you get into the interview after they have looked the application over.
7. Fuzzy information on the Job History section, such as Machinist, Journeyman, and then failure to list what exact machines they use — or typist, and not list electric or manual or both. Be specific about your experience and your skills.

SOUNDS LIKE A PLAN

Most people are not sure about exact employment dates or termination dates, or even position titles and salary if it has been a long time since they have worked for a company. Send your former employers a stamped, self-addressed post card with spaces marked out for verification of your employment with them. You will want a start date, termination date, position, and last salary.

Name Josephine Brooks **SS#**123-456-7878

Position/Title Clerical Support Staff

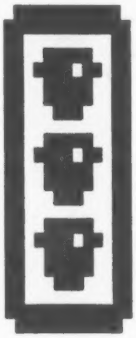
Start Date 6-2-90 **End Date** 7-15-92

Salary $4.78 per hour

REASONS FOR LEAVING A JOB

When you fill out an employer's application form, you will usually be asked to state why you left your previous jobs. This list will provide you with some of the terms most frequently used. The list is divided into the "red light" danger zones, and the "green or yellow light" possibilities that you can explain or discuss in the interview.

For the employer's application, you must decide how you will deal with your reason for leaving a job, so that you will not be screened out of an interview. We do not recommend dishonesty! This list is provided to show you some of the alternatives for handling this very difficult question.

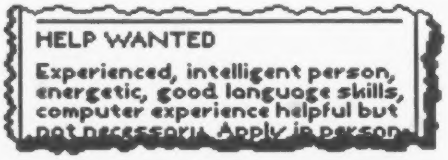


RED LIGHT ANSWERS
AVOID THESE WHENEVER POSSIBLE

- FIRED
- FORCED RESIGNATION
- TERMINATED
- MUTUAL AGREEMENT
- PERSONALITY CONFLICT
- DISSATISFACTION WITH EMPLOYER OR JOB
- INSUFFICIENT SALARY
- FAILURE TO RECEIVE PROMISED SALARY
- TARDINESS OR LATE TO WORK
- DID NOT GET ALONG WITH CO-WORKERS OR SUPERVISOR
- COULD NOT DO THE JOB

YELLOW OR GREEN LIGHTS
REASONS YOU CAN EXPLAIN/DISCUSS

- REORGANIZATION OR MERGER
- PREFER TO DISCUSS IN THE INTERVIEW
- LAID OFF, LACK OF WORK
- JOB MISREPRESENTED
- RESIGNED
- JOB PROGRESSION
- CAREER CHANGE OR GROWTH
- RETURNED TO SCHOOL
- RELOCATED
- TRAVEL AND BROADENING EDUCATION
- RAISE A FAMILY



HELP WANTED
Experienced, intelligent person, energetic, good language skills, computer experience helpful but not necessary. Apply in person

Now that you have all the information you will need to fill out your application, let's try it. Choose a specific job that you want to apply for and use the following sample application form.

APPLICATION FOR EMPLOYMENT

Date:____________________

Name:______________________________ Social Security No.:____________________
LAST FIRST MIDDLE

Address:____
STREET CITY STATE ZIP

Telephone No.: (______)__________________ Message No.: (______)______________
AREA CODE AREA CODE

Other name(s) (Maiden name, etc.) under which you have worked:____________________

POSITION APPLIED FOR:________________________ Date Available:________________

How did you hear about position applying for: Agency: ☐ Employee ☐ Name:________________

Newspaper: ☐ Name:____________________ Other:____________________

List any office or shop skills: Typing______WPM Dictaphone______ Shorthand______WPM Word Processor__________

Check all shifts you are willing to work (1st) ☐ (2nd) ☐ (3rd) ☐ Are you available for overtime? Yes ☐ No ☐

Do you have transportation available to work scheduled hours: Yes ☐ No ☐

Manufacturing: Do you have any objections to working with chemicals to perform your regular job? Yes ☐ No ☐

PERSONAL INFORMATION

Have you ever applied for employment at Western Digital? Yes ☐ No ☐ When?____________________

Previously employed here? Yes ☐ No ☐ If "yes", when?______________ Under what name?________________

Any relatives employed here? Yes ☐ No ☐ Name?____________________ Relationship?________________

State age, if under 18 or over 70: ______________

Do you have any physical limitations or allergies which may limit your ability to perform the job for which you applied?

Yes ☐ No ☐ If "yes", please explain:______________________________

Are you taking any type of medication or have any pre-existing health conditions that may prevent you from performing a regular work schedule? Yes ☐ No ☐ If "yes", please explain:______________________________

Have you ever been convicted of an offense other than minor traffic violations? Yes ☐ No ☐ If "yes", give date, place, offense and outcome of each:______________________________

In which organization(s) do you hold or have held membership (social, professional, civic, etc., excluding any organization the name or character of which indicates the race, religious creed, color, sex, national origin or ancestry of its members)?____________________

What are your spare-time activities or hobbies?______________________________

Would you relocate? Yes ☐ No ☐ Are you a citizen of the United States? Yes ☐ No ☐ If not, have you legal right to work in the United States permanently? Yes ☐ No ☐ If "yes", proof will be required after employment.

MILITARY SERVICE

Branch:______________________________ Last rank:____________________

Do you receive disability?______ Percent of disability?______ Major studies and skills acquired in service:________________

What military organization are you a member of?______________________________

An Equal Opportunity Employer

EDUCATION

Circle last grade completed: Grade 1 2 3 4 5 6 7 8 9 10 11 12 – College 1 2 3 4

Name of School -High School & Above	Location	Course	Graduated?	Degree?	Grade Pt Average

Do you speak, read, or write a foreign language?________ If so, please specify:________

WORK EXPERIENCE: Beginning with your present position, account for all time (if unemployed, state length of time) include summer and part-time employment if you recently completed school. Please describe duties as completely as space will allow. ~~Feel free to attach a resume if available~~.

Employer:________ Phone:________ Address:________ City:________ State:________ Job title:________ Supervisor:________ Your duties:________ Reason for leaving:________	Dates From / / To / /	Salary Start $ Final $
Employer:________ Phone:________ Address:________ City:________ State:________ Job title:________ Supervisor:________ Your duties:________ Reason for leaving:________	Dates From / / To / /	Salary Start $ Final $
Employer:________ Phone:________ Address:________ City:________ State:________ Job title:________ Supervisor:________ Your duties:________ Reason for leaving:________	Dates From / / To / /	Salary Start $ Final $
Employer:________ Phone:________ Address:________ City:________ State:________ Job title:________ Supervisor:________ Your duties:________ Reason for leaving:________	Dates From / / To / /	Salary Start $ Final $

(All information treated confidentially)

May we contact your present and/or previous employers for reference?________

AFFIDAVIT: I certify that the answers given by me to the foregoing questions and statements are true and correct without consequential omissions of any kind whatsoever. I agree that the company shall not be liable in any respect if my employment is terminated because of falsity of statements, answers or omissions made by me in this questionnaire. I understand that any misleading or incorrect statements may render this application void, and if employed, may be cause for termination.

Date:________ Signature:________

The employment relationship is at will and may be terminated at any time by either party giving notice.

COMPANY USE ONLY

Birth Date:	Interviewers: Date:	Personnel Information: Salary: Position: Classification: Grade: Dept:
Application Disposition Received in Mail: Date		Shift: Start date: Req no. Supv. APPROVALS DATE Dept. Mgr.
Accepted in Lobby: Date		Compensation: Empl. Rel. Mgr. Func. V.P.: Exec. V.P.:

Resume Writing

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Winning in a Competitive Job Market

THE RESUME

The first thing you must consider is whether or not you need a resume. Entry level jobs that require no experience or a training position seldom require a resume. Usually, an application is all that is required. However, if you're looking for a better than entry level position a resume can be one of your most important aids.

If you decide you need a resume remember, a resume is equivalent to a business card. You may not always use it, but a job hunter always needs to have one on hand. A resume that is concise, complete, easy to read, yet advertises the applicant well, is appreciated by employers. Such resumes don't just happen. They require planning and energy.

There are many misconceptions concerning resumes. Contrary to the numerous books out on the subject, there is no one way to write one. A resume represents you to an employer. Often it is the first contact you have with him/her. A resume should ideally reflect not only your work and academic history, it should also reflect your personality.

Probably the most common misconception about resumes is that they must never go over one page. Again, a resume that fits on one page is more convenient for a prospective employer to read. However, if your experience and qualifications are impossible to fit on one page it is best to make your resume as long as necessary. Remember, be concise and only include facts that relate to your employment. Most resumes, including those of highly professional applicants, can be completed in two or three pages. No matter how qualified you are, an employer will not read a book to see if you qualify for the position. Concentrate on what you have to offer an employer and elaborate on your accomplishments most likely to increase your attractiveness as a job applicant.

Another misconception most people have is that they have absolutely no experience to include on a resume. Remember, no experience is a falsity. Take an unbiased look at the different things

you have done (babysitting, volunteer service, school, clubs) and apply those experiences to the workplace. They all count as experience even if you did not get paid for them. Perhaps you need two resumes, one Functional to send out with query and cover letters and one Reverse Chronological to accompany your application.

POPULAR STYLES FOR RESUMES

There are several different styles for resumes to follow. From the following resume samples, choose the style most appropriate for the type of position you seek and the one which will most favorably reflect your education, work history, skills, and background. Remember, there is no one style that is best for everybody. Compare your needs to the styles below and make your choice.

REVERSE CHRONOLOGICAL: The Reverse Chronological resume is the style most often used by job applicants. As the name indicates, it is organized by presenting information in reverse chronological order with most recent events first.

MODIFIED CHRONOLOGICAL: The Modified Chronological resume is similar to the pure chronological with the exception that it allows the writer to single out particularly relevant experience and elaborate on it.

FUNCTIONAL: The functional resume divides work and other experiences into categories with similarities in duties or responsibilities related to the field of interest. This style allows the writer to organize chronological constraints.

ANALYTICAL OR SKILLS: The Analytical or Skills resume is a modified functional resume allowing the writer to identify demonstrated skills which are transferable from previous experience to future positions. This style is most frequently used by the more experienced or technical individual.

THE DO'S AND DON'TS OF RESUME WRITING

Do not hire a professional writer to prepare your resume. Most employment managers, who review hundreds of resumes each week, can identify the formula resume instantly — and will usually reject it.

You should prepare your own resume. Just as in the interview, you are the person best qualified to present your experience, achievements, and potential. Other people can help you edit and fine-tune your resume, but the heart of its content and style should be yours. The career section of your local library has dozens of references to help you with the format. The content, however, must be original and fresh. **Do it yourself.**

Do not have your resume done in a script or Calligraphy style type. These are the most difficult styles of type to read. Remember, your resume is in competition with hundreds of others. If it is difficult to read chances are it won't be.

Although you do want your resume to stand out from the crowd, avoid loud or unusual colors. Remember, you want your resume to look professional, chartreuse never looks professional. Stick to ivory, beige, pale blue or gray.

Do not include a photograph. There is an unwritten rule that photographs should not accompany resumes, except for actors, actresses or models. Photos are considered a gimmick. Personnel people get very nervous when they receive pictures, possibly because the Equal Employment Opportunity Commission has ruled that a photograph may allow discriminatory hiring practices.

Do not list reasons for leaving any job anywhere on the resume. You may describe your reason for leaving your present or most recent job in the cover letter. If you do, be sure to do it in a positive way.

Do not speak negatively of a former or present employer. Rather, talk about seeking better career opportunities, greater challenges, or a different career. Better still, leave the subject out of written correspondence; the interview is the best place to describe your new objectives.

Never say "I was fired". Few employers want to hear that you were fired, because then they have to verify the reasons for the termination. They'd much rather pick someone they like and let the personnel department worry about references.

Do not include your salary requirements in your resume. This could screen you out of jobs before you get the opportunity to find out more about it. This also could limit your salary if you ask for too little. Few employers will pay more than they need to for a competent employee. The best time for the discussion of salary is after they have made you a job offer.

After all this remember, **resumes don't get jobs, people get jobs!** No matter how concise, creative and professional yours is, the ultimate factor in you getting a job is you!

SUMMARY

Because your letters and resume introduce and represent you to a prospective employer, it is extremely important that they be flawlessly designed and constructed. The following hints will further assist you in creating materials that will best advertise you:

* Layout should be visually attractive and easy to read; be sure to make effective use of white (blank) space and to present information creatively. Employers tend to scan resumes for desired abilities and experience. Make sure your resume stands out.

* If you decide to have an objective on your resume make sure it is direct and brief.

* Letters and resume should be brief and concise.

* Use High Quality paper for resumes, letters, and envelopes.

* Incorporate action verbs, power words, and "buzz words" of the career field throughout your descriptions.

* All materials must be perfect — no spelling, grammatical, or typing errors. Check and double-check carefully.

* Have the resume critiqued by one or two individuals who can be objective about the presentation and point out unclear areas.

* Direct correspondence to individuals by name whenever possible.

SAMPLES:

The following section contains draft forms you can use to create your own resume. Experiment with the different styles and pick the one that best fits your experience and employment goals.

REVERSE CHRONOLOGICAL RESUME:

Name
Street Address
City, State Zip Code
(Area Code) Phone Number

Objective: ____

Pertinent Coursework: ____
____
____
____

Experience:
Dates **Company or Organization**
City, State Zip

Your Title: Description of duties. ________________________
____
____
____
____

Dates **Company or Organization**
City, State Zip

Your Title: Description of duties. ________________________
____
____
____
____

Dates **Company or Organization**
City, State Zip

Your Title: Description of duties. ________________________
____
____
____
____

Awards & Honors ______________________________________
____
____
____

References: Will be made available upon request.

MODIFIED CHRONOLOGICAL RESUME:

Name
Street Address
City, State Zip Code

Home Phone: ( ) __________ **Message Phone** ( ) __________

PERTINENT SKILLS

* __________ * __________
* __________ * __________
* __________ * __________

EDUCATION: __________

EXPERIENCE:
DATES __________

DATES __________

DATES __________

ADDITIONAL EMPLOYMENT __________ __________

EXTRACURRICULAR ACTIVITIES __________

REFERENCES Furnished upon request.

FUNCTIONAL STRESSING EDUCATION

NAME
STREET ADDRESS **HOME PHONE**
CITY, STATE ZIP CODE **MESSAGE PHONE**

OBJECTIVE: ____________________

EDUCATION: ____________________
____
____
____

COURSE WORK: __________
____
____
____
____
____
____

EXPERIENCE: (SUMMARY)____________________
____
____
____

EMPLOYMENT:
Dates **TITLE OF POSITION**
Name of Company or Organization
City, State

Dates **TITLE OF POSITION**
Name of Company or Organization
City, State

Dates **TITLE OF POSITION**
Name of Company or Organization
City, State

REFERENCES: Available upon request

FUNCTIONAL STRESSING EXPERIENCE

NAME
STREET ADDRESS
CITY, STATE ZIP CODE
PHONE

HOME PHONE
MESSAGE

OBJECTIVE:

EXPERIENCE: (SUMMARY)

EMPLOYMENT:

Dates
TITLE OF POSITION
Name of Company or Organization
City, State

Duties

Dates
TITLE OF POSITION
Name of Company or Organization
City, State

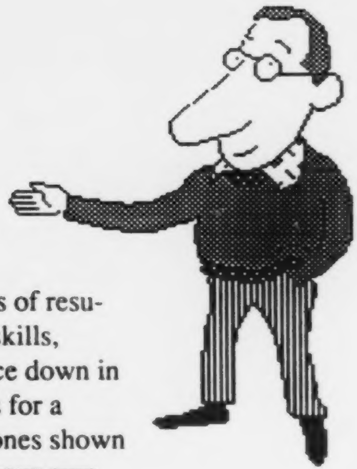
Duties

Dates
TITLE OF POSITION
Name of Company or Organization
City, State

Duties

EDUCATION:

REFERENCES: Available upon request



Now that you have seen some styles of resumes, pick one and begin writing your skills, qualifications, education and experience down in a format. These are not the only styles for a resume. If you do not feel one of the ones shown in this module fits your needs, create your own. Remember, your resume is your most valuable advertisement tool during your job search. It should reflect you, not your training specialist or your friend. Now, get to work!

There's no time to waste!

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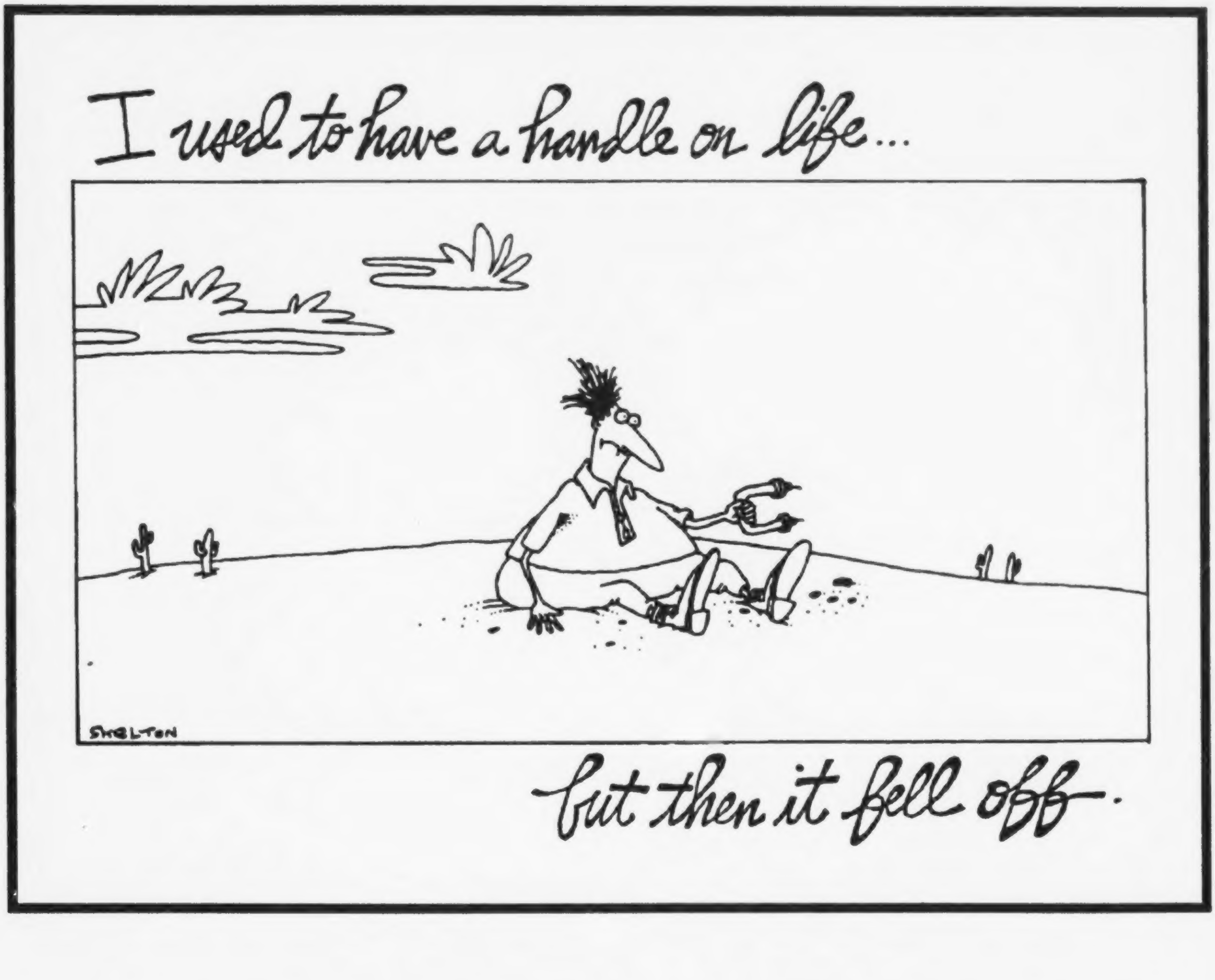
Interviewing Techniques


I used to have a handle on life...
SHELTON
but then it fell off.

Learning to put your best foot forward, without tripping!

THE INTERVIEW
MAKE IT OR BREAK IT

The most stressful part of any job search is the interview. This is true of first time hunters as well as seasoned veterans. It would seem that no amount of preparation or confidence can completely erase the butterflies (or in some cases, the abject terror) of a personal interview. Although interviews are uncomfortable at best, they are the most vital part of any job search.

WHEN IT GETS DOWN TO IT, YOU CAN HAVE THE SLICKEST RESUME, APPLICATION AND COVER LETTERS IN THE WORLD, BUT IF YOU CAN'T SELL YOURSELF YOU WON'T GET THE JOB.

A little nervousness is all right, even beneficial to the job hunter. It shows the prospective employer sincerity in really wanting the position available and studies have shown that a surge of adrenaline helps the brain cells function (i.e. thinking on your feet.) But to be overly nervous, tongue-tied or befuddled due to nerves can only hurt you. However, all is not lost! There is something you can do to help calm the sweating palms and flushed cheeks when your time comes. In a word, preparation!

An applicant (that's you) has a tremendous amount of control over the outcome of the interview. Most interviews, particularly first ones, cover approximately the same areas. Therefore, you can anticipate questions and prepare accordingly.

Almost any interview will have at least one and usually more than one question addressing your goals. This section, often called the career probe, may address the issues of why you are interested in a particular field and why you are interested in that specific employer.

You can prepare for the career probe part of the interview by thoroughly researching the field for which you will be interviewing and assessing yourself in relation to that field. Your preparation should also include as extensive research of the employer as possible. Minimum preparation would include reading the training program and annual report information available in your local library.

Most interviews include a background probe. Here you can anticipate having to field questions related to education, community and school activities, personal skills, and work experience. A review of these areas prior to the interview can prove most helpful. Think about what you have done. What job experiences are most relevant to the job you are seeking. You want to look for the opportunity to focus on those things that help sell you for that position.

Some of the most commonly asked questions along with a selection of stress questions have been included in this module. It is a good idea to go over these questions and write out your best answer before you go to an interview. Also, if you go over them with a friend, you can practice your responses to an objective ear and benefit from the feedback.

THE KEY TO SUCCESSFUL INTERVIEWING IS PREPARATION!

SOME HELPFUL HINTS...

BEWARE OF THE DOUBLE ENTENDRE

SAY WHAT YOU MEAN AND MEAN WHAT YOU SAY!

When responding to the employer's inquiries, the following suggestions will allow you to present yourself as effectively as possible.

- Listen intently. Be sure you understand the question. Ask for clarification when unsure. Also, try to gain a sense of what appears to be important to the interviewer.

- Answer thoroughly. Back up your statements with specific examples of your skills, experiences and accomplishments.

- Accentuate the positive. Don't make excuses or apologize when asked a question on a topic in which you have limited experience. Rapidly make a transition from your area of weakness to areas of strength.

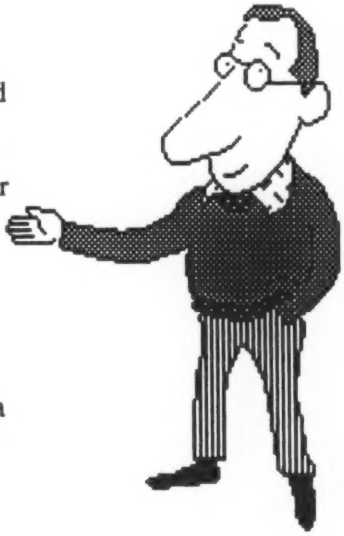
"Accentuate the positive, eliminate the negative, accentuate the positive and look out for Mister In-Between"

- Avoid negatives. Select terminology which will market you effectively. Try not to use phrases such as "I only..." or "I really don't have much experience in that area" or "I just ...". Show confidence in yourself and your ability to perform on the job.

- Use action words. Describe your capabilities and accomplishments using action verbs. For example, "I organized... coordinated ..., evaluated ___________" imply more skill and experience than "I worked as a _______________."

- Practice your sales pitch. Gain confidence by outlining why you feel competent to perform the job. Try delivering your sales pitch to someone whose opinion you trust and ask for feedback.

You can expect to be asked if you have any questions. While the best questions are those that come to you naturally during the interview, it is wise to enter the interview with at least a couple of questions in mind. Try to ask career-related questions as opposed to benefit-type ones. This indicates more of a career orientation. The employer reads it as you want to know what you can do for the company, not what the company can do for you. If you are stuck for some good employer questions, a list has been included in this chapter for you. Look them over and choose two or three you feel comfortable with, and practice them. Remember, questions show interest and interest impresses an employer.



During the wrap-up part of the interview the employer usually indicates that it was nice meeting you and provides you with an idea of what you can expect to happen next, (you will be sent a letter or will be called within two weeks). During the wrap-up, try to also sum up your qualifications briefly and enthusiastically prior to the conclusion of the interview.

If possible, try to close at this point. Tell, do not ask, the employer you will be in touch with him/her within the acceptable time line. If s/he states you will be notified within two weeks, state that you will call him/her in two weeks. It's very difficult for employers to tell you not to call them, so usually they won't. This will give you the opportunity to speak to them in person and will also keep you in their mind.

Above all, remember, the easier you make it for the interviewer, the better the impression. Let's face it, most employers don't like interviewing applicants any more than applicants like being interviewed! They are people with a problem, a position that needs to be filled by a reliable and responsible person. Often they are nervous and anxious about making a decision that could look bad on their record, if they make the wrong choice. Interviewers are people too. If you can convince them you can solve their problem, you will probably get the job.

TALKING THE EMPLOYER'S LANGUAGE

Whenever you are communicating with a prospective employer, either by writing or speaking be sure to use terms s/he will recognize. Describe your abilities and talents in what we call **"JOB JARGON"**. When looking for a job, as well as in all other aspects of your life, the ability to communicate clearly is essential. Here are some descriptive phrases to help you communicate well in the job market.

Demonstrated Ability to organize groups of people
Foreign Language Skills - Bilingual, Trilingual, Written & Verbal communication
Stability - in a position to make a long-term commitment
Initiates Programs
Imaginative approach to problems or **Creative** solutions to problems
Communication Skills
Exercises Independent Judgment
Social skills — ability to get along with a variety of people
Efficient — well organized
Decisive
Persuasive
Reliable
Responsible
Flexible — adaptable
Articulate
Conscientious
Administrative ability
Innovative
Develop new procedures
Supervisory skills
Sensitivity to people
Problem Solving
Attention to detail

These are all characteristics that employers want in their employees. Don't overdo it, but try to work a few of these terms in your job description, application, resume and interview conversation.

DRESSING FOR EMPLOYMENT

PUT YOUR BEST FOOT FORWARD. Most employers expect their applicants to come to an interview at their best. Even if the job does not require a certain type of dress, there are very definite standards for the appropriate interview clothing and grooming standards. The following is a checklist you should use to measure your grooming success in the job hunt.

o Long sleeved shirt or blouse, clean, pressed and blends well with a suit. Less formal wear is also appropriate for certain jobs, but make sure it is clean, neat and in good repair. Missing buttons or frayed collars won't get you the job via sympathy. Caring about your appearance tells an employer you care about your work too.

o A tie for a man is not mandatory, but it is a nice touch, as long as it is clean and conservative.

o A suited skirt or a simple dress for women is best in a neutral color. Navy blue, beige, gray, and black are all good. Stay away from plunging necklines, Pollyanna frills, or thin clingy materials. Make sure it is clean and pressed and double check to make sure the hemline is not too short or that your slip is showing.

o For women, hosiery should be unpatterned and appropriate for daytime. No runs! Carry a spare pair just in case Murphy's Law prevails. Men's socks should coordinate with trousers. Wild colors or white should be left for other events.

o Shoes also should be conservative with a "sensible heel". Be sure they're clean and free from scuff marks.

o A handbag or briefcase should be plain leather of a simple shape with little or no decoration. Dark or neutral colors are the best.

o Hair neatly trimmed and clean. New wave styles and colors won't sell you to an employer. S/He may be concentrating on your hair so intently s/he may forget about your qualifications.

o Good personal hygiene is a must! For men, your beard or mustache should be neatly trimmed. Women should avoid "evening" makeup, no glittery eye shadow or purple blusher. Keep it soft and understated.

o Hands and fingernails are also important, remember the opening handshake? Fingernails should be clean and filed. If polished, use a neutral color. Long long nails in exotic colors are not appropriate. Try to avoid too many rings, they may tend to outflash your sparkling personality!

WHY EMPLOYERS DO NOT HIRE

- Lack of planning for career. No purpose and goal.
- Lack of interest and enthusiasm; passive; indifferent.
- Lack of confidence and poise; nervous; ill-at-ease.
- Never heard of company.
- Poor personal appearance.
- Overbearing, overaggressive, conceited, superiority complex, know-it-all.
- Inability to express self clearly; poor voice, diction, grammar.
- Overemphasis on money; interest only in best dollar offer.
- Unwilling to start at the bottom; expects too much too soon.
- Makes excuses, hedges on unfavorable factors in record, evasive.
- Lack of tact.
- Lack of courtesy; ill-mannered.
- Condemnation of past employers.
- Lack of vitality.
- Fails to look interviewer in the eye.
- Limp, "dead fish" handshake.
- Sloppy application blank.
- Wants job only for short time.
- Lack of knowledge of field of specialization.
- No interest in company or in industry.
- Emphasis on whom s/he knows.
- Narrow interests or Radical Ideas
- Inability to take criticism.
- Lack of appreciation of the value of experience.
- Late to interview without good reason.
- Asks no questions about the job.
- Indefinite response to questions.

INTERVIEW QUESTIONS

1. Why don't you tell me something about yourself?

2. In what type of position are you most interested?

3. Why do you think you would like to work for our company?

4. Why have you been unemployed for all this time?

6. How did you get along with your former boss and co-workers?

7. What would you do if...? (Imagined situations that test a person's knowledge of the job.)

8. What interests you about our product or service?

9. Are you looking for a permanent or a temporary job?

10. What are your own special abilities?

11. Have you ever had your driver's license revoked?

12. Have you ever been fired from a job?

13. Why have you held so many jobs?

14. What is your strongest qualification for this job?

15. What do you hope to be doing five or ten years from now?

16. What do you like the most and the least about this type of work?

17. What would you say is your weakest point?

18. Why do you think you would like this particular type of job?

19. What do you expect as a starting salary?

20. I've interviewed several people with more experience than you. Why should I hire you instead of them?

QUESTIONS YOU CAN ASK YOUR INTERVIEWER

What's my advancement potential?

How is my performance evaluated?

What is a typical day on the job like?

What are the company's future growth plans?

What are the key results expected from the person who takes this job?

In your opinion, what is the personality of the company?

Can you show me the area where the individual hired will be working?

When do you expect to make a decision?

CHOOSING WORKERS

For one job opening, an employer might get ten or twenty job applicants or more! How does an employer choose one person out of all the applicants? Employers make their hiring choices based on information about the applicants.

Almost all employers look for certain basic traits or qualities when they evaluate job applicants. Some of these traits are listed and explained below.

- **HONESTY**
  An employer looks for people who can be trusted at work.
- **SELF-RELIANCE**
  An employer would like to have workers who can carry out their jobs without a lot of supervision. Employers seek workers who can handle their jobs and will keep working steadily without constant pushing from a supervisor.
- **LOYALTY**
  An employer wants an employee to show respect for the business or the company that he or she works for.
- **ENTHUSIASM**
  Employers look for employees who are happy or cheerful in their work. They look for workers who have energy and drive... a positive attitude.
- **DEPENDABILITY**
  Employers look for workers who will come to work on time every day and will work the full shift.
- **COOPERATION**
  Employers want to hire workers who are willing to cooperate - to get along with others and to pitch in when the work is difficult.
- **PRIDE**
  Employers are glad to hire people who take pride in themselves and in their work.

HOW TO SET UP A JOB-FINDING CLUB

A JOB-FINDING CLUB or **JOB CLUB**, is a very successful way to get employment leads. Many people across the country have found it the most productive part of their job search. By pooling resources and energy, a group can accomplish much more than a person working solo on locating employment opportunities. In fact, **Job Clubs have an 89% success rate.** The following are the **13 Steps to Success** in forming your own **Job Club.**

1. You will need about six to eight people.
2. Have the first meeting Monday morning.
3. Resolve all family problems by having them cooperate with you. Sign a non-disturbal contract along with anybody that lives with you. They then become a partner.
4. Job finding clubs must show fast evidence that something is changing.
5. Each day make two appointments for the next day.
6. Before making appointments write out what you want to say over the phone.
7. When on the phone talking to an employer to ask for an interview, use the buddy system and have someone monitor your effort using an extension telephone. They can tell you how to improve or where you went wrong. It provides you with feedback on how you did.
8. Have two entirely different jobs to deal with.
9. Make a list of contacts of everybody you know and everybody they know.
10. The total dependency is on the support group.
11. There must be a fast feeling of progress.
12. Make charts:
    A. Use the telephone
    B. Keep the number and places of interviews
    C. Keep track of all the job offers
13. Even if you are not successful, the group could be.

HINTS FOR SUCCESS

- **Each team needs a telephone and an extension. Start calling Wednesday mornings.**
- **The job finding behavior must be done on sight at the job finding club location.**
- **Keep charts on progress**

YOUR JOB CLUB CAN MAKE YOU A WINNER!

JOB CLUB NON-DISTURBAL CONTRACT

This contract is an agreement designed to aid the success of the Job Club Participant. Please read it carefully and discuss it with your other family members.

I, ______________________________ agree not to disturb

____

in his/her efforts to find full-time employment. I understand that during his participation in the Job Club, I will not disturb him/her during job seeking efforts and I will work as a partner in assisting the participant in achieving his/her goal. Primarily I promise to:

____

____

And the Participant promises to:

____

____

I realize that by agreeing to support _______________________________'s

participation in the Job Club, I'm increasing his/her chances of finding employment and achieving self-sufficiency.

Signed: _______________________

Signed: _______________________

Date: _______________________

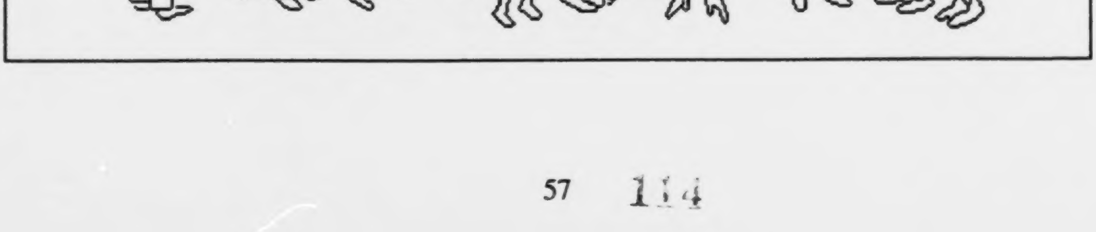
WHEN YOU'VE TRIED YOUR BEST AND STILL DON'T GET THE JOB

It's pretty rough when you've tried your best and you still don't get the job you wanted. In fact, it can make you feel pretty depressed. However, rejection is part of the process of finding a good job. It has happened to everybody at one time or another. You don't have to like it, but you can learn to live with it. Here are some ideas to help you cope with missing out on a good job opportunity.

DON'T TAKE IT PERSONALLY!

Perhaps you overlooked something in your quest for this job. Retrace your steps along the path of this employment opportunity. Often, rejection gives us insight to change our approach or behaviors. Sometimes failure can make you stronger, a stronger candidate for the next job you apply for. After all, a failure isn't really a failure if you learned from the experience.

If you handled all your job search tasks pretty well and you still didn't get the job, maybe it just wasn't your fault. Remember, there is sometimes only one job available and many good applicants. Remember, hiring is a personal decision. Not always the best person for the job gets hired. Employers make mistakes too.



THINK POSITIVE!

Losing on job opportunity is not the end of the world, and it's not an end to your career. Put thing into perspective. Realize that the job you didn't get is only one job out of hundreds waiting out there for you to apply for. Remind yourself that you have a lot of good qualities to offer an employer. In time, you will connect with your job. You'll just need to keep looking.

DON'T GIVE UP THE SHIP!

It takes a lot of strength and character to keep searching for a job until you find one. But, if you really want a job, you will keep looking. If you let one rejection stop you or slow you down, you'll be taking a step backward instead of forward. You know what's behind you, so set your sights forward, onto the future!

KEEP TRYING!

It may be an old saying but, "If at first you don't succeed, try, try again." It really works. Nothing beats the "unemployed/can't get employed/ rejection blues" like a fresh start. Put in another application. Who knows? Maybe the next one will get you the job you're searching for! If not? Keep trying. After all, you are a winner!

WHEN YOU SUCCEED...NEXT!

Job Retention

**Now that you've got it,
How do you keep it
without blowing it?**

BEST COPY AVAILABLE

JOB RETENTION

Once you have found a job you will have to work at keeping it. Unless the company is a "union shop" any employee may be fired for any reason and, at any time. However, it is very rare that an employer will fire someone without fair warning. Needless to say, it is not usually a surprise. **Some of the most common causes for termination are tardiness, repeated absences, lying, stealing, not cooperating with the supervisor or co-workers and poor performance on the job.**

Most employers make some specifications as to proper dress on the job. **Be well-informed of the specifications for the industry** and be prepared when you begin interviewing since you may be asked to start work within a 24 hour period. Examples of dress specifications are closed-toed or steel-toed shoes, safety glasses, nylons or a hair net.

We would all like to make our own hours when we work. However, very few businesses have the flexibility or even the inclination to rearrange a time schedule for a particular employee. Most product-oriented businesses run on shifts. Service-oriented businesses schedule shifts for customer convenience. **Since punctuality is of utmost importance, do not accept a job with hours that will be difficult for you to keep.** For example, if you take the bus and the hours that the bus runs conflict with the hours you are asked to work, be honest with the employer.

Research the hours of typical shifts in your industry. Explain your situation and state the hours that you could possibly work. **Do not wait until you start the job to deal with such issues.** Talking about them beforehand can bring about solutions; talking about them after starting the job can get you fired!

Most employers try to create a friendly and cooperative work environment, or at least a hassle-free environment. **They expect the employees to get along well with everyone.** However, socializing is usually frowned upon in the work place. Hanging out and chatting with your friends should be limited to breaks, lunch hour, and before or after the work day. Employers pay you for your time and expect your undivided attention during work hours. Many people make friends with co-workers or at least develop a sense of comradery. Such relationships with co-workers are usually encouraged so long as one's work performance is not affected negatively.

You will find that some employers have rules and regulations relating to co-worker and/or customer-employee relations. Some employers, for example, prohibit any conversation at all among co-workers, while others encourage the development of friendships. **This may be an issue which you want to investigate when you are doing research on companies.**

You should have come to me sooner with this problem.

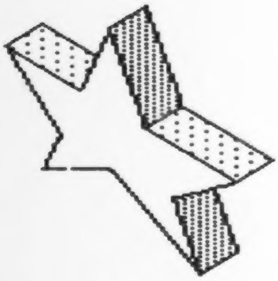
KNOW THE CHAIN OF COMMAND

Except for very small companies, there is always a chain of command that may include the owner, manager, supervisor, foreman, lead worker, etc. Usually an employee answers directly to the one person above him/her in the chain of command, but is responsible in some way to many different people. **Whenever it is not clear to you exactly who you are responsible to and who is supposed to be giving you orders.**

Be sure to ask for clarification. Communication in this area is critical since any confusion will end up reflecting negatively on you.

Standards for performance on the job vary greatly from one business to another, as does the nature of the work performed. Even within the same industry, standards might be different at a given company. One employer may insist on slow, careful work, while another will require faster production with less quality control. **It is wise to ask what is considered adequate or good performance in a position for which you are applying**, and how performance is evaluated. A good time to do this is during an interview when the employer asks if you have any questions.

MOVING UP THE LADDER OF SUCCESS



While it is sometimes true that raises are given automatically according to a schedule of time spent performing the job, often raises and promotions are made purely according to the level of performance of an employee. Raises and/or promotions are also frequently given due to staff changes, as when someone leaves and another employee is promoted to fill the vacant slot. It is your right to know how you can be working toward a promotion and when you can expect a raise. These questions should be asked once you've been offered the job, **not in an interview or when filling out an application.**

However, you will find that many employers do not follow definite procedures in promoting, upgrading, or giving raises. **Unless employees are members of a strong union, employers are under no obligation to provide raises.** Some employers are more willing than others to recognize good and faithful performance by increasing the size of your paycheck or promoting you to a more responsible position.

Sometimes employees are expected to take on responsibilities not included in their job descriptions. This is especially true in a small company where everyone is expected to "help out" when necessary. Do not feel insulted or put upon if you are asked to complete a task that is not a regular part of your job. You are being asked to join a team effort when given additional responsibilities. Willingness to cooperate in this manner is highly valued by employers. Enjoy the variety and the challenge. Feel free to speak up if and when you believe that your own work is suffering due to the additional responsibilities or if you feel you are being taken advantage of.

What often starts off as a minor "situation" may become a serious "problem" due to a lack of communication between you and your employer. **Communicate any difficulties you are having in the work place immediately, honestly, but politely.** You shouldn't feel afraid to question a situation that is causing you a problem. One of the main roles of your supervisor is to assist the employees in resolving problems and by answering questions about policy and procedures. Don't risk not saying anything until the situation has become critical.

Many more jobs are lost from conflict in the lunchroom than will ever be lost on the production line. An employer can always find a place for the cooperative employee who gets along well with others. Just the opposite is true for the worker who has a "Poor attitude" and who is in conflict with the other workers, or worse, the supervisor. The working world is a social world. If an employee "fits in," they will have a chance to prove their abilities. If an employee does not fit in, then that chance won't be given. **Fitting in is not a matter of age, style, sex, race, etc. It is a matter of being willing to become a "team member," to work in cooperation and harmony with the other employees.**

USE COMMON SENSE

Probationary periods of three months are quite customary. During this time the employer is assessing your strengths and weaknesses on the job and evaluating your performance. This is also considered an initial training period where you may not be expected to know or be able to do everything at the level that is expected of more experienced employees. Some employers pay the trainee a lower wage during the probationary period and then raise the pay level at the end of three months. **New employees are not usually considered permanent until they have passed this period.**

All employees are expected to come to work neat and clean. Your clothes should be washed and pressed. Hair, teeth, nails and body should be clean. **People with poor hygiene are not usually employed for long.** An employer is more likely to find fault with some other aspect of an employee's work and dismiss the person on that basis rather than complain about unpleasant odors or inappropriate attire.

The simple fact is that the use of drugs and/or alcohol during work hours is sufficient cause for immediate dismissal. Whether or not you feel your performance has been impaired, your employer will feel entirely justified in letting you go even if it is the first time such a situation has arisen.

In general **breaks are scheduled according to the amount of time worked and not the difficulty of the work performed.** A 10 minute break is usually given for every 4 hours worked, or 2 breaks per 8 hour day. Many businesses have an employee's lounge where breaks are taken, but in other cases workers take their break right at the work site. Most employers will expect you to hold your breaks to exactly 10 minutes at a specific time, neither breaking early nor taking extra time to drift back to work.

There is no good reason for being late. If an employee is habitually late they will almost certainly be dismissed. **Punctuality is a must in the working world.** Obviously, things can happen that are beyond our control and most employers will accept the fact that you were stuck on the freeway, but that doesn't mean they will like it!

All employers expect their employees to notify their supervisor as soon as possible of any inability to be present at work, but certainly before the shift begins. This allows the employer or supervisor to find a replacement or make whatever adjustments necessary due to your absence. If you cannot make the call yourself, be sure to make arrangements for someone else to call in. A call should be made every day that you are absent unless otherwise agreed upon with the employer. Moreover, the employer will expect you to provide a valid reason for your absence. **Be prepared to justify your absence in terms that are acceptable to the employer.**

You should put in your request for time off as soon as possible. One or two days is not usually considered advance notice. If needed, your supervisor will either make you responsible to find a replacement for yourself, or need adequate notice in advance to find one for you. Many times such requests are denied unless it is an emergency. Some employers are more lenient and will allow employees to take a day off now and then. But beware! Employers are suspicious of the employee who calls in sick a lot or who always has a great excuse for needing time off. Even though the employee is not being paid while they are not there, the employer has a need to rely on the fact that the work will be done. This kind of employee is likely to be replaced by someone more "eager to work."

Company safety rules are written with all employees in mind. Though the reasons behind a given safety rule may not be obvious to you, you should follow all such rules. Consider how many employees are injured on the job each year! Ignoring the safety rules is not only dangerous and irresponsible, but is a sure way to get yourself fired.

WHAT ABOUT OVERTIME?

No Employer can legally require anyone to work overtime. Usually an employer will ask before hiring someone how willing they are to work overtime, either occasionally or on a regular basis. If an employer asks you this question, you can assume that they will expect you to put in extra hours when asked. If the employer does not ask, **before accepting the job you might ask how much overtime you will be expected to work.**

When a business gets exceptionally busy, or when a deadline is close at hand, employees may be asked to work overtime during the 'crisis.' You should be willing to help out if you can, but the employer should understand if you cannot. Unfortunately, some employers will unofficially make it a condition of keeping your job that you be willing to work whatever extra hours they deem necessary for the company's benefit. **They may well let you go if you refuse to**

work the overtime hours they demand, though the reasons **given for firing you will be stated in other terms.**

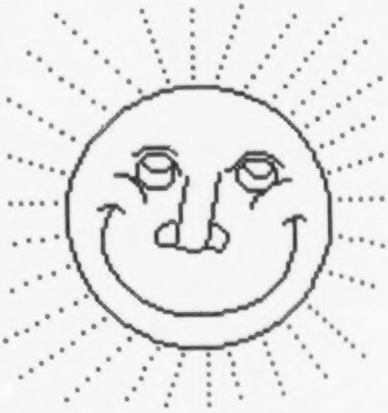
Most companies pay time-and-a-half for overtime, and sometimes double time for Sundays and holidays. Time and a half means that if you usually make $4/hr, you'll be paid $6/hr for overtime hours worked. Double time would earn you $8/hr. This is not true for employees who are paid a monthly salary instead of an hourly rate.

Congratulations!

WHEN IT'S TIME TO MOVE ON

You should avoid being fired from a job at all costs, even if you intend to leave. Having been terminated from a job is viewed quite negatively by prospective new employers, for obvious reasons. Every job you hold should serve as a positive reference for future jobs. Negative references can haunt you in your job seeking for years after you are fired.

If you have found another job, **two weeks' notice is customary and will be expected by almost all employers.** This is the minimum time needed to find and train a replacement. You can almost guarantee yourself a bad reference from your ex-employer should you leave them in the lurch by not providing at least two weeks' notice. Sometimes an employer will not ask you to stay the full two weeks, but they should have the option. If you are leaving because you have accepted a new job, most often the new employer will respect your loyalty to your past employer and be glad to wait.



Happy Hunting!

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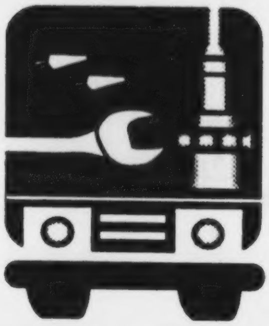
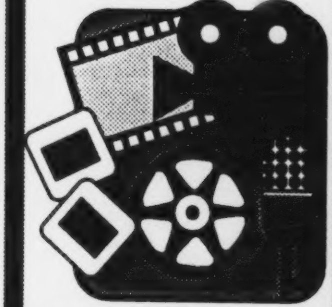
SUCCESS

(The Student's Ultimate Career Coursework, Employment and Student Services Handbook)





STUDENT SERVICES

Long Beach City College Amnesty Education Program

A significant group in California's new demographic are the "New Californians" or Amnesty population. New Californians attained legal status through the Immigration Reform and Control Act (IRCA). In California approximately 1.7 million people have applied for legalization since IRCA was enacted in 1986. One of the major goals of the Amnesty Education Office (AEO), California Department of Education, has been to make available to newly legalized persons the education and training that will enable them to succeed in school, become more employable, obtain citizenship, and become fully functioning members of their communities. Long Beach City College has successfully achieved these goals through their Amnesty Education Program.

> **Long Beach City College has conducted a highly successful Amnesty program for over 7600 students. It has attained the distinction of maintaining the highest Amnesty student retention rate among the state community colleges.**

The components of the Long Beach City College Amnesty Education Program address the mission of the college to assure equal access to opportunities through education and support services to the disadvantaged, minority, limited English proficient members of Long Beach and surrounding communities. Staff work together to assist those already employed in the maintenance of previously acquired skills and/or in the development of new skills to advance or change employment fields. The mission of business community linkages is to provide local industry with the trained .skilled workers most needed to remain competitive in California's dynamic economy, while, just as importantly, to provide the post-Amnesty student with the improved job opportunities supported here by local industry.

Since the early program planning stages in 1987, Long Beach City College (LBCC) has conducted a highly successful Amnesty program for over 7600 students. It has attained the distinction of maintaining the highest Amnesty student retention rate among the state community colleges. Equally important, the college offers comprehensive vocational programs leading to specific jobs in the local vicinity.

There are a variety of college resources available to help students be successful in their job training: open-entry/exit basic skills, learning centers, Amnesty student bilingual support services, tutoring, career, academic, and vocational counseling, Women's Center services, financial aid and the Child Care Center. Long Beach City College has extensive Health and Counseling services for the students including personal counseling, support groups, crisis intervention services and a referral system to local mental health professionals and alcohol/drug abuse programs.

Long Beach City College has streamlined their service delivery system. By visiting only one office, amnesty students can receive assistance with personal, educational, citizenship and/or vocational training and employment services. The entrance exam, the registration assistance, the book loan/voucher systems, the counseling, access to college support services, the Citizenship Center, assistance with entry into vocational or academic programs, community referrals and a friend can all be found in the LBCC Amnesty Education Program.

The LBCC Amnesty Education Program has been able to assist this population "beyond amnesty" and into workforce training and citizenship through special projects. The success of their amnsesty student population is not only attributable to the quality of support services students receive and to the interaction amongst various instructional programs, but to our students' determination to become a part of the American Dream and have a better quality of life for themselves and their families.

ESL/Amnesty Instructional Program

It is, to a great extent, because of the training, talent, creativity, and commitment of the Long Beach City College ESL/Amnesty instructional staff that the LBCC Amnesty Education Program has been able to achieve the high student retention rate. In order to facilitate students' needs and to integrate Amnesty students from their initial entry into college programs, the English as a Second Language (ESL) and Amnesty Education programs redesigned the ESL first six levels (including Pre-Literacy) of the curriculum to incorporate the basic requirements of each program into a common curriculum. This program design change included not only staff development workshops but also the incorporation into the department philosohphy that material related to citizenship as presented through Amnesty requirements is relevant and beneficial to all ESL students learning English.

> **The success of their amnsesty student population is our students' determination to become a part of the American Dream and have a better quality of life for themselves and their families.**

Long beach City College offers both credit and non-credit ESL classes which address many levels and styles of learning as well as student acadenic and occupational needs. The basic ESL textbook for the first five levels of English, *English For Adult Learners, 2nd Edition*, by Robert Teller, follows accepted patterns of acquisition and is supported by tapes, activity sheets and supplementary material located in both the ESL/Amnesty Teacher Resource Center and the ESL Language Lab. Large and small group activites are part of the methodologies utilized by instructinal staff. In 1988, a special project grant enabled the identification of related competency based material to enhance the focus of the Teller text.

ESL Language Lab: Provides materials and/or tapes for a class listening activity. The Lab is equipped with a full Sony audio system with headsets capable of serving a class of 36 students. Tapes for each lesson of the basic test are located here. The lab monitor prepares a time block schedule and instructors sign up for a specific block and identify the tapes needed. The lab monitor trains both instructional and student aide staff in the use of the system.

ESL Learning Center: Provides ESL specific assistance and course enhancement through the use of computer assisted learning, small group, and individual instruction. Mini classes are held on the subjects of pronunciation, composition, vocabulary, reading, current events, listening, grammar review.

LBCC Learning Center: A fully equipped center that provides testing and learning assistance to the general college population, including higher level ESL students and voc. ed. students. Instructors send students with a guidance sheet to identify a specific target area for assistance or students may go on their own.

Campus Library: The Amnesty Education Program has placed appropriate level literature in the campus library for ESL student check-out. The Long Beach Public Library has a tutoring program also. Contact your local public library to see what services may be available.

Employment Proficiencies Certificate: Provides students and employers with an official college statement of proficiency in the areas of language and computation for entry-level job applicants or employees wishing to advance. The LBCC Amnesty Education Program became involved when it was recognized that our minority students, who are working through all sorts of

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fears from their immigrant status, would be better job applicants if they could present official verification of language and computation proficiencies at the workplace.

Mentor Program: Matches students with members of the Industry Advisory Board or local businessmen and women from the community for the purposes of support and encouragement. This program is in the planning and development stage.

"Move forward with your education" is the motto of the Long Beach City College Amnesty Education Program. From the program's inception, students have been encouraged to continue with classes at the college. By being a part of general ESL classes, students establish an identity with the college that is commensurate with the general college population. Students are encouraged to make counseling appointments establish an education plan or to meet with special projects' liaisons to explore project offerings.

COLLEGE SUPPORT

LBCC has made an investment in the Amnesty Education Program by providing office, classroom, and workshop facilities, phone service, a percentage of instructional costs, partial printing costs, utilities, custodial services, data processing, and access to institutional services.

ESL/AMNESTY PROGRAM

It is recommended that the word ***citizenship*** rather than ***amnesty*** be used to refer to the material. As a part of accepting amnesty program services and redesigning the basic ESL series curriculum, Long Beach City College adopted the philosophy that amnesty required material relating to citizenship is relevant to the needs of all students studying English.

The ESL/Amnesty Citizenship text, *English Through Citizenship*, by Elaine Kirn, includes information regarding national, state, and local issues. Although material related to state and local issues is not a part of the amnesty grant requirements, this information can help students with their understanding of the American system. This type of broad base approach to citizenship is highly recommended.

CASAS Pre-Enrollment Appraisal Tests are given, both day and evening, by bilingual testing specialist to all Amnesty students prior to registration. The initial contact with the program is through testing and the impressions and the relationships established by the testing specialist with students are critical.

> ***"Move forward with your education"*** **is the motto of the Long Beach City College Amnesty Education Program.**

Prior to each registration, the Program Coordinator meets with the Registrar to verify current registration procedures. An Amnesty team meeting is then held to set schedules and establish program registration procedures. Students receive a registration fee waiver from the Amnesty Office prior to registration. The facilitation of college registration procedures by bilingual Amnesty student aides can result in changes in college procedures.

ACADEMIC AND VOCATIONAL COUNSELING

An Amnesty bilingual counselor is trained by both the college counseling department and the Amnesty Program Coordinator. This is based upon the general philosopy that individual attention to student needs provides the most

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critical and effective support. The Amnesty Counselor works with Counseling, Career Planning and Financial Aid to plan bilingual workshops. Students are encouraged to set up individual appointments with the counselor to set goals leading to their educational objectives. In addition to the one-on-one counseling services, the counselor is involved in a variety of activities that assist students meeting their education needs. A very popular activity with the instructinal staff is a pre-arranged classroom visit from the Amnesty counselor to discuss college programs and other issues. An appointment and follow-up procedure assists instructors as well as the counselor with scheduling.

> **"As the counselor for the Amnesty Program at Long Beach City College over the past year, I am proud of the determination and growth of our students".**
>
> **Christine Nilsen de Gómez**

In cooperation with Health Services, the Amnesty counselor organizes workshops where students health issues are frankly discussed by health service professionals. AIDS conferences, in particular, have drawn a large audience. Other workshops/orientations include career planning, financial aid, and issues related to professionals from other countries needing to establish their credentials in the United States.

A community services directory for general student assistance is maintained through the Amnesty Education Program. The Amnesty Counselor establishes and maintains contacts with local community services that can address specific mental health and legal needs of this population. Other activities include Information Tables twice weekly at posted, pre-scheduled sites where students may informally discuss issues with counselors.

Student recogntion is another essential component in the success of this Amnesty Program. Both office and instructional staff training include ways to congratulate students for completing a milestone or continuing to study. Positive reinforcement to encourage students to keep reaching for their goals is fundamental to long term success. These activities help to build the Amnesty student's self esteem and confidence.

AMNESTY EDUCATION LINKAGES

As in all programs, linkages can "make" or "break" a project. Long Beach City College's strong linkages within the college, the community and local bussiness and industry has "made" them a model program. The quality programs and services they have established are the result of careful planning meetings with various college personnel. Affiliation with other college Amnesty programs was developed through the Amnesty Unit, California Community Colleges, Chancellor's Office, the Department of Education Amnesty Office, and Community College Educators of New Californians (CCENC).

Networking with other programs through training seminars and conferences has proved beneficial. The teamwork concept is an integral part of program direction. The Program Coordinator works with all the college systems and personnel and attends local, regional and state meetings as well as coordinates program development and implementation. Most of the written work from the program is facilitated through the Curriculum Developer. Special projects under the Amnesty Education Program umbrella are facilitated by project Liaisons.

Project Adelante

Vocational education placement, support services, and business linkages with a focus on the Petrochemical and Automotive programs. Funded through a grant for the Carl D. Perkins Vocational and Applied Technology

Education Act, Project Adelante enables student placement in petrochemical and automotive programs. In addition it provides fees assistance and creates the opportunity to establish an Industry Advisory Board.

Pathways

Vocational education placement, lifeskills development, support services, community outreach funded through the Carl D. Perkins Vocational and Applied Technology Education Act.This program utilizes some of the groundwork laid by Project Adelante but expands the program base of classes focused on for students. The Pathways Liaison serves on the Industry Advisory Board. Pathways fucus is placed on community outreach, lifeskills training and the development of linkages with the schools and community support services. A student newsletter and a community services directory have been established and maintained through this program.

Lighthouse

Vocational education placement with an emphasis on staff development funded through the Carl D. Perkins Vocational and Applied Technology Act. After initial planning, this program began with a roundtable discussion among vocational education instructors and department heads and the Amnesty Program Coordinator, Liaisons, and Lighthouse facilitator. Roundtable discussions provide the opportunity for instructors to explore problems regarding the limited English proficient student in their classes. Barriers to success are identified and strategies for success are examined. By providing the instructors with opportunities to be heard and by letting instructors know what kinds of services Lighthouse can provide, the way is cleared for assistance to make instructors' jobs less stressful and help the student in the classroom as well.

The Citizenship Center

Citizenship classes, information, testing, application assistance and support services. INS and the Educational Testing Service (ETS) have collaborated and developed a test which will be administered at least four times a year. LBCC is now a designated test center. Testing agencies are reimbursed by ETS at a predetermined rate based upon the number of tests given.

Immediately following the exam, the Amnesty Program provides a one hour question and answer discussion introduced by a short statement about the rights and responsibilities of being a citizen of the United States. This allows staff the opportunity to answer specific questions regarding INS procedures and to provide closure and meaning for this phase of becoming a citizen. Handouts may be given at this time or a video shown. Prior to the test, Amnesty staff announce this opportunity to those taking the test and also post a notice at the check-in location regarding the follow-up session.

Long Beach City College has made an investment in the Amnesty Education Program.

INTERNAL LINKAGES

The Amnesty Program at Long Beach City College has nurtured positive relations within their system's structure. They have taken the time to go and personally meet the person on the other end of the phone. They take part in college activities and participate fully and visabily. Because of the nature of the Amnesty program and its population, good relations within the system are a very important consideration.

COMMUNITY LINKAGES

By encouraging both instructional and classified staff to become involved in their local and professional communities, a bigger base for services to this population is built. Long Beach City College has sought funding to allow all classifications of staff to attend a variety of conferences.

> **Always include a contact person with each kind of outreach.**

Long Beach City College has organized an Industry Advisory Board to assist in the formation and continued success of their program. This type of board not only allows them to gain information as to local industry needs and contacts for job placement activities, they can also provide with a wealth of information concerning relevant curriculum that is responsive to industry needs. Moreover, the employers serving on the Advisory Board become aware of the Amnesty program and the many obsticals facing the newly arrived citizen. This not only increases knowledge concerning the amnesty population, but provides advocates in the business community.

Long Beach City College was able to establish a Hispanic Education Day to bolster support and community involvement. The creation of a Community Outreach Directory containing current bilingual legal, mental and physical health care, and social services referrals in the community for students and staff has proved a most valuable tool. To make sure accurate information is being given, they provide copies to instructional staff and Health Services. Through a Business Survey they have developed a relationship with city officials and the Chambers of Commerce in their service delivery area.

OUTREACH

Recomendations from the organizers to recruit participants for an Amnesty Program include arranging with the ESL Department Chair to give the citizenship survey to all ESL classes. Notify instructional staff in advance to arrange for a convenient survey time. The survey not only provides important data but advertised the services as well.

Mail or distribute bilingual notices to libraries, adult schools and regional occupational centers. Also include Chambers of Commerce, community groups, churches, community centers, and student groups. At LBCC, press releases must go through the public relations department. Post notices at community centers, health clinics, tienditas (small stores), restaurants, etc. Be sure to include some copies for Industry Advisory Board packets. Arrange an information table on campus and at related public events.

Identify program goals including the target population when developing outreach materials. This information will dictate a certain language style as well as identify some boundaries as to the approach. Identify which projects within the program the information will affect and involve the Liaisons in the planning and review. For some projects, check within your system for assistance from other departments. To facilitate mailings, send a staff person to the post office for training in bulk mail. Develop campus procedures for dissemination.

Always include a contact person with each kind of outreach. When speaking, take cards to leave as well as information which includes a name and phone number. Keep an outreach log. Practice/review presentations with another staff person and get feedback. This builds the office team spirit.

Flyers must contain the basic who (is organizing the function. Remember the contact name), what (is happening), when (date and time), where (location), why (for what purpose). Anything less than this will reflect negatively on the quality of your program. The extent to which you wish to elaborate on the what or the why depends upon your goals.

Brochures need careful planning and consideration and may need many rough drafts before deciding on a certain style. Look at brochures from other program events and identify what works and what doesn't. Incorporate the effective ideas into a plan. Try out the plan on others. Arrange for photographs far in advance of deadline dates. Be very careful when considering photographs and look carefully at everything presented in them. Photos that are too busy do not send a clear message.

Check different fonts and printing styles. Get a number of bids and be very specific as to what your are asking. Check the printer's time frame and ask for references. If a purchase order system is used, check in advance if the printing company is willing to go along with this kind of system.

Memos are a very important concern. They are a very important and very effective means of communication if designed well. Be sure your message is clear, concise, and correct. Do not overwhelm the reader with too much information. Use spacing effectively. Always include a contact person. If you are mindful of your reader as busy person and if you periodically follow-up with a short conversation, your memos will be read.

Newspapers/PSAs: Develop a philosophy regarding misinformation and misquotes. News agencies have a great deal of difficulty recognizing the Amnesty population as newly legalized. You must emphasize this again and again. Establish relations with specific reporters on local newpapers. Submit a copy of any article for that newspaper to this person with a note appreciating his/her help. Ask other organizations what entities are used for public relations. Develop a list of Spanish language radio stations for PSAs and, once again, try to locate contact people.

As the New Californians numbers rise, their impact on our state will be profound. This population is desirous of education and comprise a significant part of today's work force providing the state with billions of revenue dollars. Programs that serve the needs of this special population are fundamental to their full participation in our society. Long Beach City College is responding to the changing needs of New Californians by providing vocational/career counseling, a Citizenship Center and linkages to college and community services.

As the New Californians numbers rise, their impact on our state will be profound.

NAPA VALLEY COLLEGE NEW HORIZONS PROJECT

> **The counselor offered students career assessment, educational counseling and planning, personal counseling, financial aid counseling and academic advising.**

Vocational training coupled with adequate support services are essential if single parents, displaced homemakers and single pregnant women are to become self-sufficient. These students usually face numerous educational and personal problems that may impede the attainment of their educational goal. To assist this special population, Napa Valley College has developed an exemplary program to assist students committed to independence.

The New Horizons Project was developed to retain 70 single parents, displaced homemakers and single pregnant women students so that they could finish their career training and become economically self-sufficient. This program was also developed to assure that the students have greater access to information about vocational education programs through guidance, job placement and counseling and support services. The objective of this project was to expand preparatory services and vocational education opportunities to single parents/displace homemakers and single pregnant women. The target population for the project were GAIN students identified by Napa and Solano Counties. Ninety-three students were served by this project with 21 students receiving vocational certificates and/or Associate Science Degrees.

LINKAGES

The New Horizons Project staff leveraged services and funding available on campus and in the community for single parents/displaced homemakers/ pregnant women so that they had a full package of benefits and resources to aid in reaching their occupational goals. A counselor was utilized under the project to do case management. Working out of the EOPS/Financial Aid Office, the counselor was easily able to access records including transcripts, financial aid and EOPS files. This allowed for close coordination between these student services and counseling services under this project. The counselor offered students career assessment, educational counseling and planning, personal counseling, financial aid counseling and academic advising. Intervention and referral, college success strategies, employment referral as well as individual support for self-esteem building and transitional issues were also a vital responsibility for the counselor.

The counselor worked closely with the Napa and Solano county welfare departments, GAIN and JTPA programs to most effectively provide supportive services to students and to address unmet needs. The counselor also worked closely with the Career/Re-Entry services and job placement services on the college campus to meet students' needs to help them stay in school and to obtain employment. In this project, the counselor served as the point from which a wide array of services and financial resources were coordinated to help single parents/displaced homemakers/single pregnant women to be successful in college vocational, traditional, and non-traditional programs.

The Career-Re-Entry Center provided a variety of support services for students participation in the project. In addition, gender equity information was presented and explored with many students through individual counseling and various career classes.

The center provides three major programs: Career services, Re-Entry services, and job Placement services. Career services are provided through individual counseling, classes, a resource library, and the Eureka computer program. Re-entry services were implemented through individual counseling, workshops, classes, and referrals to both on and off-campus programs.

OUTREACH & COMMUNITY LINKAGES

The Fall Harvest Gathering Conference was an all-day conference with 75 students in attendance. The Women & Dependency Conference was held in the Spring with 180 people attending. The major focus of these conferences was to address needs, personal growth, and self-esteem as it relates to successful independence for single parents, displaced homemakers, and single pregnant women.

Presentations about the project were made to students during orientation sessions and through college success classes each semester. Six presentations were made to vocational classes. On an individual basis, students were assessed for appropriateness for the program and informed of the services provided.

During women's re-entry classes presentations were made to emphasize the services and options offered through the project.

On-going publicity in local media and on campus occurred along with personal mailings of program announcements and supportive reminders as an on-going component.

Eight re-entry orientations were offered during the 1991-92 project year. The GAIN orientations were combined with re-entry orientations.

EOPS and RE-Entry counselors and program assistants provided ongoing case management, advising and counseling. Students received counseling, intervention services, and referral to community and on campus services on an ongoing basis by program counselors and program assistants. Students received individual counseling, were placed in special classes, or encouraged to attend specially planned workshops for some of the following issues: self-esteem, parenting, life transitions, stress reduction, coping with learning disabilities, study skills, goal setting, decision making, problem solving and critical thinking.

During women's reentry classes presentations were made to emphasize the services and options offered through the project.

TESTING & ASSESSMENT

Students had their English and Math skills assessment done at the Learning Skills Center. Career interest, skills, personality, and values were assessed through classes. These classes allowed access to all students served by this project. More than 150 students took advantage of these services. Program counselors and program assistants provided career and academic assessment through individual counseling on an ongoing basis. Learning style assessment was provided by the Learning Skill Center as recommended by the program staff.

Through the matriculation process and individual counseling, students had educational plans developed. Those CARE/GAIN/EOPS/Financial Aid students had case management education plans developed.

Over 135 students were provided Eureka skill assessment through the Eureka

Micro Skill Inventory to provide transferable skill assessment and through guidance classes by the re-entry project staff.

LIFE SKILLS DEVELOPMENT

A "brown bag" workshop series was developed and included topics on parenting, women's health issues, balancing work and family, sexual assault, wellness, stress reduction, and depression.

It is the intent of this project to promote gender equity in vocational education.

Personal development classes and workshops were presented on assertive communications, parenting and co-dependency. Approximately 136 students participated in these sessions.

Students served by the project were enrolled in 22 major fields and 38 certificate programs. Pre-employment counseling, advising, and information about employment trends and employment availability is provided through the Guidance classes. Students were encouraged to enroll in work experience, which is available through most vocational majors. Program participants were placed in internships by the job placement program staff. Approximately 30 internships were made available through Apple Computer and the Business/Education Partnership Program.

It is the intent of this project to promote gender equity in vocational education. The project staff addressed this objective through individual career and personal counseling. Additionally, staff encouraged students to look at non-traditional careers with individual counseling sessions or by enrolling in the Guidance courses. There is an active ongoing effort to enroll women in the technical fields of electronics, drafting, computer studies, and telecommunications. There is an increased enrollment of men in service occupations, including nursing, child care, respiratory therapy, and office administration. Project staff encouraged students to attend the job fair on campus to research non-traditional career options and to seek internship and/or employment in non-traditional areas.

With this special project, a counselor works intensively with GAIN students as well as with college programs and community agencies and other project staff. By having one contact person to whom students were referred, the county GAIN programs have a more direct link to the college. The students also have a resource person and advocate. Since one staff member is working closely with students and county GAIN programs, students are more systematically identified and tracked.

With the project counselor being located in the EOPS/Financial Aid Office, the coordination of services is enhanced and expedited. Additionally, the EOPS/Financial Aid, Career Reentry, and Job Placement staff work cooperatively with the project counselor to effectively deliver services to GAIN students.

EMPLOYMENT SERVICES

Job placement is made available through a job board, followed by advising appointments to provide referrals and additional assistance for full and part-time jobs. A part-time Job Placement Assistant works directly with vocational students served by this grant. Often child care issues hinder this targeted population from choice opportunities, therefore there has been an increased effort to make child care referral for job placement.

Funds for the Job Placement component of this proposal were available January 1992, at which time a part-time Job Placement Assistant was hired to meet the needs of the targeted population. The Job Placement Assistant is bilingual, which allows the project to serve a broad population of students. 55 participants were served through Job placement with part-time and full-time jobs, with additional students being involved in work study or internships.

Having job placement as a key program link allowed students to prepare for transition from dependency to self-sufficiency with the support and guidance of project staff. This is an area of the project which will continue to be developed.

STUDENT DEMOGRAPHICS

Gender
Male: 4
Female: 38

Marital Status
Married: 2
Unmarried: 60

A RESOUNDING SUCCESS

The **NEW HORIZONS PROGRAM** at Napa Valley College has been successful with the consistent persistence rate of 80% or better and a G.P.A. of 2.9 or above. The main strength of this project is the case management design of serving GAIN students. Since the "human connection" is so important for this high-risk population, having an identified resource person is essential.

It is clear that greater access to education and employment for single parents, displaced homemakers, and single pregnant women occurred when case management, support services, counseling, and job placement cooperatively work to help students succeed. Because of the full range of services offered students and consistent case management, this project is a model program.

> **Having job placement as a key program link allowed students to prepare for transition from dependency to self-sufficiency with the support and guidance of project staff.**

ACCESSING STUDENT SERVICES

> "Perhaps all the dragons of our lives are princes who are only waiting to see us once beautiful and brave."
>
> Rainer Maria Rilke

As illustrated time and time again throughout this book, comprehensive Student Services can be the key to success for many vocational education students. As evidenced by our student surveys, unmet needs are the primary cause of students dropping out of a program. The following is a compilation of the most commonly found student services available throughout the California Community College system. It is also suggested that you look through the Community Services section of this publication to identify support services for any area of concern you may have that is not addressed in this section.

FINANCIAL AID

If you are having trouble making ends meet while you are attending school, students may be eligible for financial aid programs such as grants, loans, scholarships and work-study employment. The Financial Aid Office at your college can assist you in locating the type of assistance you need to be successful. The primary mission of the Financial Aid Office is to make college accessible to students who should not be denied an educational experience because of the lack of funds. Financial assistance may be available in many different areas. We have included a listing of the most common financial assistance available through most community colleges. Be sure to check with the staff at your Financial Aid Office for any additional resources or college specific special programs you may be eligible for.

FEDERAL AID

To be eligible for Federal aid, a student must be a U.S. citizen or permanent resident or other eligible non-citizen, be enrolled in at least six units, be able to maintain good academic standing, register with Selective Service if required, demonstrate need, have a high school diploma, GED, or pass an independently administered examination approved by the Department of Education, and must not owe a refund on any grant or be in default on any student loan.

Pell Grant: A federal student aid program designed to provide financial assistance to eligible undergraduate students based on need. Awards range from $200 to $1,530 based upon the student's eligibility index. Additional amounts may be available for out-of state tuition-paying students.

SEOG (Supplemental Educational Opportunity Grant): A federal program designed for undergraduate students of exceptional financial need who, without the grant, would be unable to continue their education. Students are considered for this grant if their resources do not exceed 50% of their educational expenses. Grants range from $200-$1,200 per academic year.

BIA (Bureau of Indian Affairs): Grants are available for students who are at least one-fourth American Indian, Eskimo, or Aleut and who are certified by a tribal agency. To apply, contact your BIA Area Office.

CWS (College Work-Study): The CWS program provides jobs for students who have financial need and wish to earn part of their educational expenses through employment. Students can work up to 20 hours per week while classes are in session and 40 hours during school vacation breaks. Salaries are at least minimum wage. Students cannot work over the amount allocated, and once a CWS award is made, it is the responsibility of the student to arrange an interview with the Financial Aid Work-Study Placement Staff for job placement.

Perkins Loan: Students may borrow up to $4,500 at a community college and up to $9,000 to complete their undergraduate studies at a four-year college. Repayment begins nine months after the borrower graduates or drops below half-time enrollment. During the repayment period (up to 10 years), the student will be charged interest on the unpaid balance of the loan principal once they are not attending college full-time.

Stafford Student Loan: Stafford Loans are made by banks, savings and loan associations and credit unions. Students may borrow up to $2,625 per year at a community college. Stafford Loan totals may not exceed $17,250 for undergraduate and $54,750 for graduate students. Repayment begins six months after borrower graduates or drops below half-time enrollment. During the repayment period (up to 10 years), new borrowers will be charged 8% interest on the unpaid balance of the loan principal. Interest charges will increase to 10% after four years of repayment. Borrowers with Stafford Loans outstanding will continue to borrow at the rate of their prior loans.

SLS Loans: SLS Loans are made by banks, savings and loan associations and credit unions. Independent undergraduate and graduate students may borrow up to $4,000 per academic year. The yearly maximum is lower for students enrolled in programs of less than one academic year. The SLS Loan total my not exceed $20,000. A determination of need must be made, but SLS eligibility is based on unmet educational expenses. SLS borrowers must have a high school diploma or GED. Interest charges begin upon receipt of the loan. The interest rate varies from 9% to 12% and is adjusted yearly.

PLUS Loans: PLUS Loans are made by banks, savings and loan associations and credit unions. Parents of dependent undergraduate students may borrow up to $4,000 per academic year. The parents' PLUS Loan total for each dependent student may not exceed $20,000. A determination of need must be made, but charges begin upon receipt of the loan. The interest rate varies from 9% to 12% and is adjusted yearly.

> **"If you don't get lost, there's a chance you may never be found."**
>
> **Susan Sontag**

STATE AID

EOPS (Extended Opportunity Program and Services): This state funded program is designed primarily for recruitment and retention of students who have an educational, economical, or language disadvantaged, and who otherwise would not consider attending college. Maximum awards can be up to $900 per academic year, including summer session. Full-time enrollment (12 units) is required, and students are expected to use special support services.

Cal Grants A,B,C: To qualify for Cal Grant A, B, or C, a student must be a U.S. citizen, a permanent U.S. resident or an eligible non-citizen, and a California resident attending an eligible school in California. A student may apply for all three Call Grant programs but accept only one, either A, B, or C.

Cal Grant A: Cal Grant A helps low and middle-income students with tuition/fee costs at four-year schools. Awards made to students attending community colleges will be held in reserve up to two years. Grant recipients are selected on the basis of financial need and grade point average. In 1991-92, awards ranged from $700 to $5,250 at independent schools and colleges, $700 to about $1,900 at the University of California, and about $700 to $1,000 at the California State University.

"Listen for the silences you are unaware of."

Mark Strand

Cal Grant B: This state-funded program assists entering college students who generally, though not exclusively, are ethnic minorities and come from low-income families. Grants can range from $700 to $1,410 per academic year.

Cal Grant C: Cal Grant C aids student who have the aptitude and desire to train for specific occupations, vocations, or technical careers, but do not have financial resources to enter training programs in public or private institutions. Grants are limited $530 per academic year at community colleges for programs ranging in length from four months to two years.

Board of Governor's Grant (BOGG): State law requires that students attending California Community Colleges pay an enrollment fee. Students enrolled in credit classes totaling 10 or more units are required to pay $40 a quarter. Students enrolled in fewer that 10 units are required to pay $4.00 per unit. (Fees subject to change). The California Community Colleges are offering the Board of Governor's Grant (BOGG) to pay the enrollment fee for all eligible applicants.

FINANCIAL AID DETERMINATION AND DISTRIBUTION

Financial aid determination is generally based on helping the neediest applicants first. In most cases, the basis of determination is prioritized as follows: neediest students, based on low income information; returning students with a continued financial need; first-time students; students accepted into a technical/vocational training program and unable to work; students with expenses related to special training programs; students who have completed less that 90 units; all other students demonstrating financial need. Generally, financial aid is issued monthly, with the exception of semi-monthly student employment distribution and quarterly student loans.

OTHER AID

Scholarships: Scholarships are considered academic gifts and need not be repaid. Generally, scholarships are based on academic standing, financial need, potential progress in major fields of study and college/community activities. The amounts and qualifications vary with each scholarship. A listing of current scholarships is usually posted in the Financial Aid Office of your college. Students are encouraged to check periodically for scholarship information. Please note: scholarships are usually considered resources for students receiving financial assistance and are computed as such.

Employment Opportunities: Most work opportunities on community colleges are part-time positions with salaries at least minimum wage, and a maximum hourly wage of $6.75. Most students can work up to 20 hours per week while classes are in session and 40 hours during school vacation breaks. Jobs which are not based on need are called District Employment and students must carry a minimum of four units for such jobs.

Book Assistance: Perhaps the most immediate cost facing all students each quarter is the purchase of books. New and/or used books are available to students, particularly those eligible for Extended Opportunity Program and Services (E.O.P.S.) through Book Assistance Programs at some colleges. In addition, if students are GAIN eligible, assistance may be available through the Department of Social Services. If you receive AFDC, check with your eligibility worker or your GAIN representative on campus.

NDS (National Direct Student Loan): This program is a long term deferred repayment program to provide loans to needy students to help them meet their educational expenses. These loans assist students with 5% low-cost interests rates available through the National Direct Student Loan Program administered by the College. These loans are based on serving the most needy students first.

CGSL (California Guaranteed Student Loan): The interest rate for this loan program is 9% per annum which is subsidized by the State of California for the period of school enrollment. Repayment begins 6 months after the borrower graduates or withdraws from school.

CLAS (California Loans to Assist Students): Nationally known as the PLUS program, this program provides loans to parents of dependent undergraduates. The parent can borrow as much as $ 3,000 per academic year on behalf of their child.

COUNSELING AND STUDENT SERVICES

Counseling & Guidance: Community Colleges realize that one of their primary responsibilities is to give every possible aid to students so they can use their own capabilities and develop their potential. The college recognizes that students can develop personal initiative and responsibility for planning their futures only if they have knowledge about themselves and their goals. Most colleges offer courses designed to help students improve study habits, analyze their abilities, investigate vocational choices and plan future education. To supplement group and individual advising. Most colleges have an Assessment Center and a Career Center. Additional guidance courses are usually available to meet special needs such as educational and vocational planning, effective study, guidance for women, career exploration, student success skills, basic skills and other special needs. Students should see an academic counselor concerning these areas.

Assessment Centers: Community colleges offer a testing program in areas of academic ability, aptitude, achievement, study skills, interest and personality. Test interpretation is provided by trained counselors. Students should see an academic counselor concerning these areas. Common testing provided includes English, English as a Second Language and Math Placement. Students who have successfully completed Math and English at the college level may by-pass assessment testing through documentation verifying these courses as having been taken.

> **"The greatest explorer on the Earth never takes voyages as long as those of the man who ascends to the depth of his heart."**
>
> **Julien Green**

Career Centers: College Career Centers offer career counseling and assessment, guidance on job hunting techniques, referrals to community resources and help with educational decisions. Many Centers offer computerized career guidance services, books on career exploration and job hunting, publications and video tapes dealing with various elements of career exploration and job trends.

Transfer Centers: The Transfer Center on community colleges offer services to students who are interested in transferring to a four-year college. Services include transfer information and assistance in filling out applications and writing application essays. There is often a transfer center library with many current catalogues and video tapes for students use.

SPECIAL SERVICES

Childcare: Many community colleges offer on-site child care. Community College Campus Childcare Centers provide quality childcare for children of students who are attending classes. Age requirements and restrictions vary from campus to campus. Children are accepted on a space-available basis and there is usually a prioritized waiting list. Please see the Community Services Section of this book for additional sources for child-care assistance.

Educational Diagnostic Centers: Many campuses provide individualized and extensive assessment of learning deficiencies. Individualized remedial services are provided to participants diagnosed with learning disabilities.

Health Services: The Community College Health Services Offices often provide direct and referral care for health problems. Services include tests for hearing, TB, pregnancy, blood pressure checks, emergency first aid and general health counseling. Courses, speakers, presentations, and conferences on health topics are generally sponsored throughout the year. Services may be available by appointment, or on a drop-in basis.

Housing Services: Most community colleges have no housing facilities. The Office of Student Activities usually maintains a bulletin board with listings of room rentals with and without board. However, the college does not supervise, recommend, or assume responsibility for any housing facility.

Multicultural/Bilingual Centers: These Centers are designed to meet the special educational and social needs of the bilingual and limited English-speaking communities. Special courses in intercultural studies and ESL/ VESL are usually offered.

Physically Limited Programs: If available, services include but not limited to: door-to-door transportation, on-campus assistance, interpreting, notetaking, equipment loan, computers with adaptive devices, enablers, braille writers, etc...

Placement Services: Assistance in placement for part-time and career employment is often available to students through the college Career Planning and Placement Offices. Businesses, industries and individuals in the area are encouraged to offer opportunities for student employment.

Psychological Services: At many community colleges, licensed psychologists and licensed mental health professionals offer confidential and no-fee personal and social counseling to students and their dependents. Services include individual counseling, couple counseling, emotional support groups focused on themes of interest to students. Also, group counseling, stress management and staff-student consultations. Services are often available by appointment and on a drop-in basis.

Special Education: The Special Education Division offers courses and provides services on the campus and in the community designed to meet the needs of the physically, communicatively, learning, and developmentally disabled adult. Classes are taught in such areas as consumer education, functional health education and life management, and adaptive physical education. Sites where special education classes are taught can usually be found in the current Schedule of Classes.

> **"Grown-ups never understand anything by themselves and it is tiresome for children to be always explaining things to them."**
>
> **Antione de St. Exupery**

Veterans' Services: Usually, the College Admissions Office provides veterans' information on eligibility, procedures, source of forms and assistance.

ACADEMIC RESOURCES AND OPPORTUNITIES

Cooperative Work Experience Education: Community Colleges, under a State-approved plan, may offers credit for both general and occupational work experience education. Some work experiences includes financial remuneration. The colleges have coordinated classroom instruction and work experience with a number of employers in business, industry, government and the professions. Students may alternate quarters of full-time study with quarters of full-time work, or study part-time and work part-time or full- time. Enrollment in general work experience education is also available to a limited number of students. The purpose of the General Coop program is to provide career guidance for students by affording opportunities to experience and learn in real work positions that may not be related to their classroom program of study. Details concerning the availability of such programs and the conditions for participation may be obtained from the Cooperative Work Experience Education Office on your campus.

Instructional Support Services: A variety of services are available to assist students in making their studies successful and enjoyable. Many campuses offer Tutorial Centers where Tutors are available to students in a variety of disciplines. Media Centers contain video tapes, slide-tape programs, audio tapes, laser disks and computer software. These materials may be used to complete class assignments or for self-improvement. Open Computer Labs provide students use of computers to complete class assignments. Other services may be available at your campus. Contact your academic counselor for specific services available on your campus.

Library Services: Community Colleges have outstanding libraries with books, periodicals, newspapers and pamphlets. In addition, there is a variety of multi-media available including records, videos, etc... Many sites offer a self-paced course in how to use a modem library in the "computer age." These campuses offer an on-line computer catalog to help you locate books by subject, title or author. Various computer databases make it easy to search for articles in periodicals.

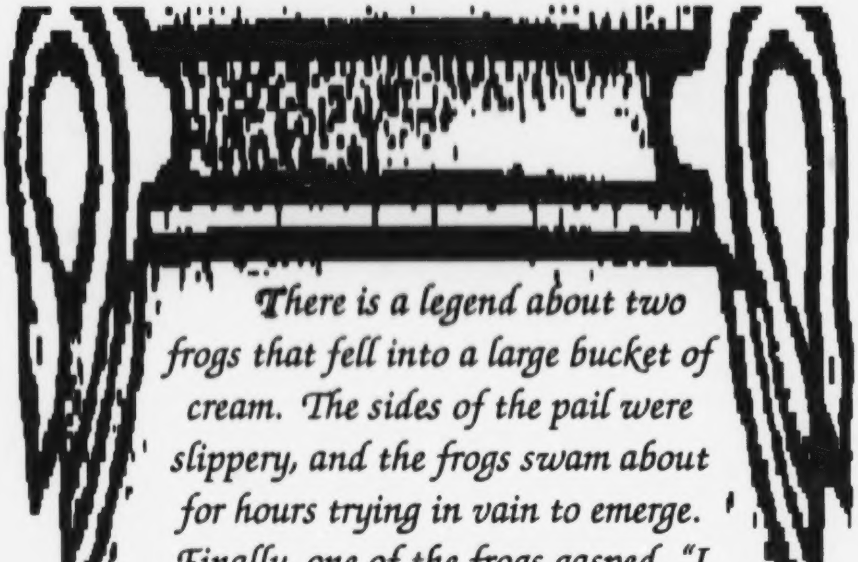
> **"Each moment is a place you've never been."**
>
> **Mark Strand**

A helping hand
Can make all the difference!

Never Give Up!

"Dreams are not made to put us to sleep, but to awaken us."

Goemans



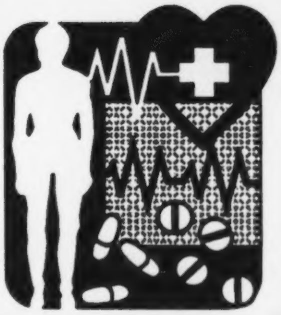
There is a legend about two frogs that fell into a large bucket of cream. The sides of the pail were slippery, and the frogs swam about for hours trying in vain to emerge. Finally, one of the frogs gasped, "I give up!" He sank to the bottom of the pail and drowned.

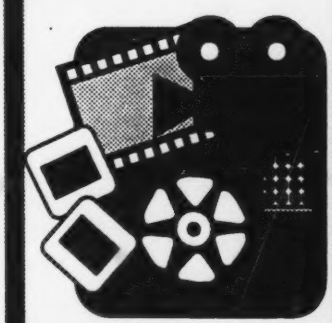
The other frog, however, continued to struggle and splash. Within a few hours, he was sitting very comfortably on a large lump of butter.

—Parts Pups

SUCCESS

(The Student's Ultimate Career Coursework, Employment and Student Services Handbook)





COMMUNITY SERVICES

COMMUNITY SERVICES

In talking with students and reviewing their survey sheets, it was evident that many face personal problems that Community Colleges are not equipped to deal with. These problems often become the primary obstacle to completion of training or to obtaining and retaining employment. In order to address these needs it is critical to develop linkages with community organizations which can assist these students.

Each program outlined in this publication used community service organizations to supplement their support services for special populations. This seemed to be critical for overall success of a program that worked with disadvantaged or handicapped students. It would be an arduous task to list every service agency in the state, however, we have compiled a partial list of some of the agencies located in Santa Clara County. Similar services are available throughout the state and can be identified through organizations such as the United Way, Red Cross, County Social Services, local service publications and newsletters, as well as through the telephone book.

> "To have beauty is to have only that, but to have goodness is to be beautiful too."
>
> Sappho

HEALTH SERVICES

ADOLESCENT HEALTH AND SOCIAL SERVICES
2410 Senter Road, San Jose, CA 95111 (408) 295-1581
Offers a range of general primary family health care, family counseling and special services for adolescents. These programs and services include V.D. treatment, OB/GYN, prenatal care, pregnancy testing, and family planning. They also include counseling, and emotional problems, and special activities for adolescents.

ADULT AND CHILD GUIDANCE CLINIC
950 West Julian St., San Jose, CA 95126 (408) 292-9353
Outpatient psychiatric clinic for screening, diagnosis, and treatment of mental and emotional disturbances. Individual family and group psychotherapy, counseling and guidance, and medication supervision are available.

BILL WILSON COUNSELING CENTER
1000 Market St., Santa Clara, CA 95050 (408) 984-5955/554-0888
Provides marriage, family, individual adolescent and child therapy in a variety of settings; outpatient, short-term residential care for adolescents 12 to 17 years of age, and outreach program in the city of Santa Clara community.

BRIDGE COUNSELING CENTER INCORPORATED
16433 Suite B Monterey Road, Morgan Hill, CA 95037 (408) 779-5773
Provides counseling, therapy, and mental health support services to children; activities are provided. Agency focuses on low-income and minority residents of Southern Santa Clara County. Operates a 24-hour residential home for people recently discharged from psychiatric wards.

CATHOLIC CHARITIES OF SANTA CLARA COUNTY
100 N. Winchester, Suite 262, Santa Clara, CA 95050 (408)243-3001
Professional counseling services including such issues as family stress, marriage problems, parent-child conflicts, anxiety and depression, alcohol and drug related problems, pregnancy counseling, personal growth, child and spouse abuse.

> "Have I done something for the general interest? Well, then, I have had my reward."
>
> Marcus Aurelius

CENTER FOR LIVING WITH DYING
554 Mansion Park Dr., Santa Clara, CA 95054 (408) 980-9801
Counseling for persons and their families facing life-threatening illnesses and for those deeply affected by the approaching or actual death of others. Screened and trained volunteers provide services. Also offers support peer groups for grieving and seriously ill person and their families.

CENTRAL MENTAL HEALTH CENTER
2221 Enborg Ln., San Jose, CA (408) 299-6191
General mental health services; individual and family therapy, psychiatric evaluations.

FAMILY SERVICE ASSOCIATION OF SANTA CLARA COUNTY
655 E. Empire, San Jose, CA 95112 (408) 288-6200
Counseling for individuals, families, couples and children in matters of marital relations, separations, divorce, parenting, domestic violence, job difficulties, and other stress situations. Bi-lingual community workers are available.

NORTH COUNTY MENTAL HEALTH
231 Grant Ave., Palo Alto, CA 94306 (415) 321-5545
Individual, couples, and family therapy.

SUICIDE AND CRISIS SERVICES
660 Fairoaks Ave., Sunnyvale, CA 94086 (408) 733-2760
5671 Santa Teresa Blvd., San Jose, CA 95123 (408) 299-3053
1075 East Santa Clara St., San Jose CA 95115 (408) 299-6175

SANTA CLARA COUNTY CHAPTER OF PARENTS UNITED
P.O. Box 952, San Jose, CA 95108 (408) 280-5055
Provides a self-help program for victims, siblings, and parents from families involved in child sexual abuse. Offers crisis intervention, on-going individual and group support, self-help counseling, referrals to community and membership resources and public education through community awareness/speakers bureau services. Agency works in coordination with Child Sexual Abuse Program, Justice System, and other human service agencies.

ALCOHOLICS ANONYMOUS
535 Race St., Suite 130, San Jose, CA 95126 (408) 279-3555
Daily meetings held in all areas of Santa Clara County.

AL-ANON FAMILY GROUP
1 West Campbell Ave., #44, Campbell, CA (408) 379-1051
Fellowship of the families and friends of alcoholics designed to help them better understand the disease and to deal realistically with the problems it presents. Holds 62 meetings a week at different locations, different hours.

ALCOHOLISM SERVICES - SANTA CLARA COUNTY
Outpatient Center provide detoxification screening, individual and group counseling, education programs, outreach and crisis intervention, alcohol awareness classes, drinking driving ed.

ESO STEPS ALCOHOL PROGRAM
3750 McKee Road, "D", San Jose, CA (408) 251-9950
A non-residential Alcohol Dependency Treatment Program. Counseling services for persons or families who suffer from alcohol use, abuse and/or alcohol related problems. Alcohol education, individual, group, and family counseling. Referrals for detox, long-term recovery and self-help support groups, public speaking and community outreach.

NATIONAL COUNCIL ON ALCOHOLISM
1617 Willowhurst Ave., San Jose, CA (408) 267-6300
Provides 24-hour information and referral helpline to family members and friends of alcoholics. Public education programs and intensive training programs are provided on a fee-for-service basis.

PATHWAY SOCIETY, INC.
1659 Scott Blvd., Suite 30, Santa Clara, CA (408) 244-1834
Provides educational, counseling and medical services for men and women in the areas of pregnancy testing, contraception, sterilization, abortion, gynecology, menopause and childbirth.

FAMILY PLANNING SERVICES (SANTA CLARA COUNTY)
976 Lenzen Ave., San Jose, CA 95126 (408) 299-6156
Medical examinations, instructions on principles and methods of contraception, provision of contraceptive supplies; pregnancy screening and counseling.

PLANNED PARENTHOOD ASSOCIATION
1691 The Alameda, San Jose, CA 95126 (408) 287-7532
Provides family planning, medical, educational and counseling services, pregnancy testing, and referral; community education and training relative to family planning and sexuality. Aids testing.

PUBLIC HEALTH CENTER (SANTA CLARA COUNTY)
2220 Moorpark Avenue, San Jose, CA 95128 (408) 299-5822
Public health, medical and nursing services; child health conferences for well baby and preschool children; veneral disease clinic-diagnosis and treatment, premarital clinic for tests and examinations; maternal and child health home visits, teaching and demonstration for health protection; tuberculosis and other communicable disease control, including public immunization clinic; family planning education and clinic services; adult health screening clinic services; adult health screening clinics and clinics for youth.

SANTA CLARA COUNTY HEALTH DEPARTMENT
1989 McKee Road, San Jose, CA 95116 (408) 251-2760
The Public Health Nurse helps to appraise your family's health needs and problems, and assists you in solving them through: counseling, home demonstration, health concepts, and referrals to private and public health services.

LEGAL SERVICES

AMERICAN CIVIL LIBERTIES UNION
P.O. Box 215, Los Gatos, CA 95030 (408) 293-2584
Legal services regarding deprivation of civil rights/civil liberties such as sex or race discrimination, police complaints, rights of students, free speech issues, etc.

CALIFORNIA RURAL LEGAL ASSISTANCE
7815 D Wren Ave., Gilroy, CA 95021 (408) 847-1408
To those who are unable to afford a private attorney. Traffic citation, or bankruptcy cases are accepted. Other individual problems generally handled by advice and attorney assistance, but not litigation. Litigation activities emphasize cases having an impact on general community problems affecting the poor. Some types of cases not handled can be referred to private attorneys including Workman's Compensation and contingent fee cases. Criminal cases are normally handled by the public defender.

> **"It is not size or age or childishness that separates children from adults. It is responsibility.**
>
> **Jules Feiffer**

> "With a sweet toungue
> and kindness, you can
> drag an elephant by
> a hair."
>
> Persian proverb

DISTRICT ATTORNEY'S OFFICE
70 W. Hedding St., San Jose, CA 95110 (408) 299-7400
Prosecutes criminal cases, files civil and criminal consumer fraud complaints, secures child support in criminal and civil actions, and represent children in certain juvenile cases.

FAMILY SUPPORT DIVISION
1560 Berger Drive, San Jose, CA 95115 (408) 433-9600
Acts to obtain support must be in Santa Clara County

HUMAN RELATIONS COMMISSION
70 West Hedding St., lower level, San Jose, CA 95110 (408) 299-2206
Take affirmative action to eliminate prejudice and discrimination because of race, religion, national origin, cultural background, sex or age and physical handicap; investigate problems relating to prejudice, discrimination and disorder in any field of human relations; consult with other local public agencies; solicit the cooperation of various racial, religious and ethnic agencies; prepare and disseminate information; investigate complaints; conduct public hearings.

LEGAL AID SOCIETY FOR SANTA CLARA COUNTY
210 S. First St., San Jose, CA 95113 (408) 998-5200
Legal services on domestic and housing matters for low-income residents of Santa Clara County.

OFFICE OF THE PUBLIC DEFENDER
70 West Hedding Street, San Jose, CA 95110 (408) 299-7700
Provides legal representation to any adult or juvenile indigent person in any court in the county in any criminal prosecution, felony, or misdemeanor (except minor traffic offenses). Also provides representation for mentally ill, the alcoholic, and the narcotics addict. Civil cases of indigents are referred to the Legal Aid Society for counsel.

WELFARE RECIPIENTS LEAGUE, INC.
1505 East Santa Clara Street, San Jose, CA 95116 (408) 259-9600
Advocacy and legal advice for recipients of Welfare and Social Security, Food Stamps, Medi-Cal, problems with utility bills, divorce, and bankruptcy.

COMMUNITY SERVICES

AFRO-AMERICAN COMMUNITY SERVICE AGENCY
304 N. Sixth St., San Jose, CA 95110 (408) 292-3157
Provides program for senior citizens; brown bag food program, recreation and field trips, and blood pressure checks. Programs for youth include recreation, tutoring for high school and college age students, summer cultural arts and performing arts workshop. Information and referral of participants to other community services.

CAMP FIRE
1600 Coleman Ave., San Jose, CA 95050 (408) 988-6969
Provides a program on informal educational opportunities for youth to realize their potential in life. Small peer groups give boys and girls the tools to cope with change and challenge.

CATHOLIC CHARITIES
100 N. Winchester, Suite 262, Santa Clara CA 95050 (408) 243-3001
Provides a variety of activities and programs for all ages throughout Santa Clara County. Family division offers training in parenting skills, informa-

tion and referral, assistance in crisis situations and counseling to individuals and families. Resettlement program offers sponsorship coordination for new refugees, assistance with imigrating families, cash assistance and counseling. Foster Grandparents program places seniors in positions with developmentally disabled children in school and institutions.

COMMISSION ON THE STATUS OF WOMEN
70 W. Hedding St., East Wing, San Jose CA (408) 299-3131
Provides services that will implement the elimination of discrimination. Provides information about women's legal rights and refer inquiries to appropriate public and private agencies.

CONSUMER CREDIT COUNSELORS
1825 De La Cruz Blvd., Suite 8, Santa Clara, CA (408) 988-7881
Budget and debt counseling. No charge for counseling, 6.5% of monthly payments if on debt repayment program. No more than $12.

DEPARTMENT OF SOCIAL SERVICES
591 N. King Road, San Jose, CA (408) 299-2586
Many programs are available to provide financial aid, full or partial payment of necessary health care, food supplement program, cash assistance programs, and others. Offices serve specific geographical areas and require appointments in person. Call the office nearest your residence for complete information.

FOOD BANK, INC. OF SANTA CLARA COUNTY
297 Commercial St., San Jose, CA 95112 (408) 286-9170
Provides workshops and activities in nutrition and health, consumer education and food preservation. Also provides assistance to non-profit agencies in menu-planning, storage and handling of food.

FRIENDS OUTSIDE IN SANTA CLARA COUNTY
551 Stockton Avenue, San Jose, CA 95112 (408) 295-6033
Provides emergency food and clothing, family camping, counseling services, information on the criminal system. Acts as a liaison between prisoner and the judiciary system; maintains channels of communication between prisoner and family. Also provides clothing trials and upon release, library services, lay advocates, child care for visitors of prisoners in the Main Jail, San Jose, education classes in the Women's Detention Facility; and lifeskills and training programs in both Elmwood and the Women's Detention Facility in Milpitas.

IMMIGRATION COUNSELING CENTER
Second and Reed Street, San Jose, CA 95112 (408) 293-53-74
Provides assistance in preparations of immigration petitions and applications for visa naturalization benefits. Also, information is disseminated to other community agencies on immigration and immigration law. Provides legal representation before U.S. Immigration Court.

INDIAN CENTER OF SAN JOSE, INC.
935 The Alameda, San Jose, CA 95126 (408) 971-9622
Provides a variety of direct and support type services to the American Indian community including vocational training and employment, supplemental education K-12, youth employment and training, adult education, information and referral to other community resources, emergency personal and household assistance, social services, and recreational activities. Primarily, but not exclusively, the American Indian Community and their families.

> **"It is not possible to remake the world. You can fix parts, but you can't remake the world."**
>
> **Edward I. Koch**

> "What wisdom can you find that is greater than kindness?"
>
> Jean-Jacques Rousseau

INDOCHINESE RESETTLEMENT AND CULTURAL CENTER
422 Park Ave., San Jose, CA (408) 971-7851/971-7857
Provides a comprehensive range of human services to assist the resettlement of Indochinese refugees, and help them attain self-sufficiency. Programs include vocational counseling, job development and placement, world of work orientation. Community outreach information and referral services are also available. Cultural center provides coordination with other Indochinese mutual assistance associations.

JOB TRAINING PARTNERSHIP ADMINISTRATION
591 N. King Road, San Jose, CA (408) 299-2586
Provides Assessment and referrals to GED programs, basic skills and vocational training providers to eligible residents of Santa Clara County. Serves low income, displaced workers and youth.

MEXICAN-AMERICAN COMMUNITY SERVICES AGENCY
332 North Second Street, San Jose, CA 95112 (408) 275-8506
Provides planning, organization, and implementation of demonstration projects and services designed to meet youth education, economic development, women, and criminal justice needs of the Mexican-American. Seeks to create the development of leadership through programs and education activities which provide growth and development experience for Chicano youth. To provide advocacy on behalf of the Chicano community and work to sensitize the broader community to the needs of the Chicano community. Encourages employment of the Spanish speaking through affirmative action and seeks appointments of the Mexican-Americans to volunteer boards, committees, and commissions. Also serves as a linkage between elements of the Chicano community seeking specialized assistance with public officials, schools, and agencies.

NAACP
304 North 6th Street, San Jose, CA 95112 (408) 295-3394
Provides information and education on racial injustice and civil rights matters for individuals, groups and community at large.

NATIONAL ORGANIZATION FOR WOMEN (NOW)
San Jose South Bay Chapter, P.O. Box 2G, San Jose CA 95109 (408) 297-4669
Support the rights of women, provides information and referral services, support network and assistance in employment discrimination cases. Education and lobbying organization.

PORTUGUESE ORGANIZATION FOR SOCIAL SERVICES AND OPPORTUNITIES
1115 East Santa Clara Street, San Jose, CA 95116 (408) 293-0877
Provides variety of services to Portuguese speaking community, includes; escort for seniors, information about and referral to other appropriate community services, and interpretation and translations. Offers English as a Second Language and citizenship classes in cooperation with Metro-Adult Education. Legal services provided by Legal Aid the last Thursday of each month. Escort service and nutrition program.

SANTA CLARA COUNTY CONSUMER AFFAIRS DIVISION
2175 The Alameda, San Jose, CA 95126 (408) 299-4211
Provides mediation in complaints filed by consumers, investigates fraud complaints. Offer public education in a wide variety of consumer topics.

WELFARE RECIPIENTS LEAGUE, INC.
1505 Alum Rock Ave., San Jose, CA 95116 (408) 259-9600
Provides assistance to individuals and families with problems related to

receiving benefits, such as but not limited to, Medi-Cal, Housing Authority, Supplemental Security Income, and Veterans Administration, Food Closet, typing service (fee), domestic relations.

Y.W.C.A. SANTA CLARA COUNTY
375 S. Third Street, San Jose, CA 95112 (408)295-4011
Provides wide variety of programs and activities for women of all ages including self-improvement, cultural awareness, behavior modification. Also provides consultation on workshops, interest groups, task forces dealing with social issues for women.

HOUSING SERVICES

DISABILITY HOUSING LAW CENTER
110 East Gish Road, San Jose, CA 95112 (408) 287-2843
Provides housing counseling for physically disabled.

HOUSING AUTHORITY OF THE COUNTY OF SANTA CLARA
505 W. Julian St., San Jose, CA 95110 (408)287-2464
Section 8 housing assistance program; section 8 mod rehabilitation; section 8 new construction; section 8 property management; below market rate program; migrant housing center; public housing management; multifamily bond project financing.

HOUSING AUTHORITY
505 West Julian St., San Jose, CA 95110 (408) 287-2464
Provides rent subsidy to low-income families including the elderly and handicapped persons.

HOUSING SERVICE CENTER
110 E. Gish Road, San Jose, CA 95112 (408) 287-2464
Provides counseling regarding California housing rental law; lawyer referral panel for housing problems; counseling regarding home ownership; fee tenant/landlord law classes; FHA mortgage default counseling; FHA pre-purchase counseling; rehabilitation loan default counseling; investigating and counseling on housing discrimination. Credit management and credit counseling; house the city council appointed tenant landlord hearing committee.

MID-PENINSULA CITIZENS FOR FAIR HOUSING
457 Kinsley Ave, Palo Alto, CA 94301 (415) 327-1718 or (408) 730-8491
Provides housing discrimination information investigation, and follow up counseling which includes conciliation or legal referral. Provides services to homeseekers, tenants, owners, tenant owners and managers relating to their rights. Support legislation and encourages officials in efforts to increase the housing supply and housing opportunities.

SAN JOSE HOUSING SERVICE CENTER
110 E. Gish Road, San Jose, CA 95112 (408) 287-2464
Provides housing counseling, regarding tenant landlord problems, housing discrimination, mortgage delinquency, default, foreclosure, mediation and limited legal assistance-information and/or referral where appropriate.

SHARED HOUSING PROJECT
100 N. Winchester, Suite 262, Santa Clara, CA 95050 (408) 247-7750
Provides house sharing opportunities for single parents and other adults. The project offers clients the skills and opportunities to establish shared living arrangements. The client may review listings of potential housemates. They have homeproviders (person having space to share) as well as homeseekers

> **"I don't think you can do anything for anyone without giving up something of your own."**
>
> **Bernard Malamud**

(persons who need housing). Not an emergency housing service. Client chooses her/his own housemate.

> **"Help is giving part of yourself to somebody who comes to accept it willingly and needs it badly."**
>
> **Norman Maclean**

HOTLINES

CHILD ABUSE

Parents United	(408) 279-1957
Sexual and physical abuse	(408) 280-5055

CHILD PROTECTION

Child Abuse	(408) 299-2071
North County	(415) 493-1186
South County	(408) 683-0601

FOOD

Council of Churches	(408) 297-2660
Loaves and Fishes	(408) 293-4505

HELPLINES

CONTACT Teleministries	(408) 266-4118
Emergency Treatment Center	(408) 292-4357

INFORMATION AND REFERRALS

United Way Information and Referrals

San Jose	(408) 248-INFO
North County	(415) 325-INFO

PARENTAL STRESS

San Jose Area	(408) 279-8228
North County Area (Palo Alto)	(415) 327-3333

POISON

Poison Control Center	(408) 299-5112

RAPE

YWCA, Santa Clara Valley	(408) 287-3000

RUNAWAYS

Alum Rock Communications Center	(408) 251-4422

SHELTER

Cityteam Ministries	(408) 297-8442
Family Living Center	(408) 748-8622
Hospitality House	(408) 294-5774
Family Outreach	(408) 293-4657

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SUICIDE

Suicide and Crisis	(408) 279-3312

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